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ABSTRACT

The document evaluated the first year (1972-73) of operation of the Indian Students' University Programme (ISUP) at the University of Calgary in Alberta, Canada. Early in 1972 a plan was developed with the Department of Indian Affairs whereby the University was to receive up to 50 non-matriculated American Indian students in September 1972. Preliminary meetings were held with a representative Indian group from the Province of Alberta. The Steering Committee, which now plays a major role in policy formation, evolved from this group. Five students were elected members of the Committee and helped to overcome some initial suspicion of the Committee's work with the student group. A policy decision at the Indian Affairs' level determined that at least the first phases of the programme would concentrate on teacher education to meet the demand for Indian teachers. The evaluation discussed the following: (1) introduction; (2) a review of literature which has relevance for the ISUP programme; (3) proposal for funding first phase, 1972-73; (4) interim evaluation; (5) analysis of final examination data; (6) report of participant observer, 1972-72; (7) curriculum recommendations; and (8) a report to members of the ISUP Steering Committee on some ideas from abroad. A major, overall recommendation was that ISUP should continue in essentially the same form. (FF)

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July 27, 1973.

Mr. E. Dosdall, Education Division,
Department of Indian Affairs & Northern Development,
CN Tower,
EDMONTON, Alberta.

Dear Mr. Dosdall:

I am forwarding by today's mail, to meet our contract deadline, 12 copies of the evaluation of the first year of operation of the I.S.U.P. programme.

You will notice that many people, students, tutors, counsellors, Steering Committee members, participant observers and an "outside" evaluator, Dr. W.W. Zwirner, contributed to the findings. I look forward to discussing the recommendations with you when you are next in Calgary.

Perhaps you would be good enough to release the report for distribution as soon as possible. We have had numerous requests from other institutions for a report on the programme and would appreciate being able to respond by disseminating at least the first 16 pages of our report to these institutions.

Yours sincerely,

Evelyn Moore

EM:jr

Evelyn Moore, Professor,
Associate Dean (Curriculum).

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THE UNIVERSITY OF CALGARY

INDIAN STUDENTS' UNIVERSITY PROGRAMME

(I.S.U.P.)

EVALUATION REPORT

1972-3

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Early in 1972 a plan was developed in collaboration with Mr. W.C. Thomas and Mr. E. Dosdall of the Department of Indian Affairs whereby the University of Calgary was to receive up to 50 non-matriculated Indian students in September 1972. Demand for such a programme had been expressed especially strongly by Indian people of the St. Paul area, notably those involved with Blue Quills, the first Indian controlled school in Alberta.

THE STEERING COMMITTEE

Preliminary meetings were held with a widely representative group of Indian people of the Province of Alberta and from this group evolved the Steering Committee which now plays a major role in policy formation and in communication in all matters related to the programme. During the course of the year, five students were elected to membership of the Steering Committee and helped to overcome some initial suspicion of the

work of the Committee among the student group. Special purpose sub-committees for such tasks as interviewing of students for selection for 1973-4, hiring of staff for 1973-4 and development of curriculum have been appointed by the Steering Committee and report to it.

It may eventually be desirable to draft a constitution to formalize and provide for the continuity and representativeness of the Steering Committee, but to date its flexibility and evolutionary character would appear to be part of its strength.

EMPHASIS ON TEACHER EDUCATION

A policy decision at the Indian Affairs' level determined that at least the first phases of the programme would concentrate on teacher education in an attempt to begin meeting the growing demand for Indian teachers. To date, through the regular programme, The University of Calgary has graduated only one teacher of Indian ancestry, but there are 40+ schools in Alberta with substantial Indian enrolment and all, therefore, in need of Indian staff.

CHARACTERISTICS OF I.S.U.P.

The programme for 1972-3, developed in consultation with the Steering Committee, had the following characteristics:

(i) All students but one were admitted to the Faculty of Education.

(ii) Students were fully supported according to the standard procedures of the Department of Indian affairs and Northern Development.

(iii) To the extent that it could be accomplished, Indian people staffed the programme and Indian people determined policy

in all matters outside the normal functions of University government. Indian people, including students, formulated recommendations to the appropriate units of the University - e.g. on proposed new courses.

(iv) Students took the standard courses of The University of Calgary but were directed in their second term toward the one course of the University which is specifically concerned with the Indian situation, Anthropology 313.

(v) A support service was provided for students and included a staff of tutors and a predominantly Indian counselling service.

(vi) Students were introduced to the range of facilities of The University of Calgary during a two week orientation period but, in addition, had provided for them a common room where they could expect to be able to converse with their own people and in their own language and where they would find counsellors available in the adjacent office.

(vii) All students in I.S.U.P. were non-matriculated but, if recommended for admission following testing and interviews, were admitted if 21 years old, that is two years below the normal requirements for mature matriculation at The University of Calgary.

(viii) To ensure a manageable work load, students were limited to three courses in Term I but in Term II could enroll in further courses if progress warranted it.

(ix) Evaluation was accepted as essential, especially in the first developmental year of the programme and occurred both through

participant observation and through use of assessment measures. Evaluation was intended to be formative and short-term as well as summative and long-term.

A combination of ad hoc selection procedures (see Appendix C, p4) at both the local and University levels resulted in the admission of 41 students, 40 in Education and one in Social Welfare.

STUDENTS

It is expected that up to 30 of these students will return for the second year of the programme. Grades for all I.S.U.P. students are analyzed in Appendix D. It is to be noted that the grades of 14 of the 30 returning students must improve if these students are to continue in the University after May 1974.

It might be noted also, in passing, that about 20 new students will be admitted to first year for 1973-4 and the matriculated Indian students, about a dozen in number who have entered the University as individuals outside the programme, will also be admitted to the services in the programme in 1973-4. Thus, the total I.S.U.P. membership for 1973-4 will be about 65 students, of whom about 50 are training as teachers. Once a non-matriculated I.S.U.P. student has successfully passed five courses and has had the matriculation requirement waived he will usually be free to transfer from Education to other programmes. Some slight shift in numbers can, therefore, be anticipated in the third year of the programme.

Three students admitted to the programme were without Treaty status and in the second term no Indian Affairs funds were available to these students.

NON-STATUS STUDENTS

The Save the Children Fund has provided generous emergency support for them in 1973-4 and representations have been made to the Student Finance Board of the

Department of Advanced Education for future support. There is some hope of action in this quarter. The Steering Committee is insistant that non-status students should continue in the programme.

It was determined in the planning stages to undertake extensive evaluation of many aspects of I.S.U.P. in 1972-3 to guide policy formation in future years (see Appendix B, pages 1 to 4 and supplement). Unfortunately participants in a new programme for entry into a strange new world such as a university are subject to many tensions and many fears whether they are staff or students. Quite early it seemed that the fear of evaluation on the part of both Indian staff and Indian students, despite all precautionary moves, might impede the achievement of the objectives of the programme. It was decided, therefore, that whenever evaluation became an issue with students or staff the programme would take precedence and troublesome types of evaluation would be avoided. For example, we do not have available to report a tabulation of the types of counselling problems encountered. We, therefore, have only the subjective judgments of the staff on the special types of counselling skills required of counsellors. However, the programme has been fortunate to date in its University milieu and certain members of the University's professional counselling staff appear to have established admirable rapport with the Indian students and are placing at their disposal the full, normal range of counselling skills in handling depression, alcoholism, marriage breakdown, and so on. If this apparently excellent relationship can be maintained it would seem both unnecessary and undesirable to

EVALUATION DIFFICULTIES

COUNSELLORS

Native specialist professional counsellors for the programme. Thus the information originally sought in the evaluation programme may not be immediately necessary. Certainly it is not available as yet.

On the other hand it appears vital to maintain the staff of Indian counsellors (see Appendix C, p16 and Appendix E, p6) to handle directly the myriad lesser problems and to serve often as first contacts in the many serious personal problems encountered by the Indian students in the difficult adjustment to study in an urban university.

TUTORING SYSTEM

All tutors were non-Indian and as university graduates were much more attuned to evaluation procedures. They reported frequently as requested. Unfortunately, in the majority of cases they were unable to overcome the Indian students' resistance to attendance at tutoring sessions. During summer session, at a meeting called early in the winter term, and by letter, the students were informed of the tutoring expectation, but as indicated in Appendix C, page 10 only a few attended regularly and worked hard with their tutors; a few absented themselves completely and the majority used the tutorial system so infrequently as to gain little value from it. On the other hand the analysis of grades (Appendix D) shows a high correlation between success and use of the tutors. The 1972-3 tutoring system must, therefore, be reorganized but not abandoned. A new approach has been developed already and will be implemented with the new intake of students through a six week on-campus orientation and study programme in July and August 1973. During the following winter term two tutors, already known for the excellence of their rapport with

Indian students, and recommended by the students themselves, will maintain a continuous availability approach and avoid the scheduled appointment system rejected by most students in 1972-3. A small fund has been reserved for hiring specialist tutors as the need is identified by the students themselves. During 1973-4 consideration will be given to the recommendations of Appendix A, page 5, that successful Indian students be added to the tutoring staff. The new tutoring system will be monitored and reported in a subsequent evaluation.

PARTICIPANT OBSERVER

The employment of an experienced educational psychologist (R. A. Ross) as participant observer and evaluation assistant, rather than the graduate students originally provided for in the budget, (see Appendix B, page 5) proved invaluable in maintaining relationships in the first, difficult and emotion-charged year of the programme. In addition, Mr. Ross prepared the three reports attached as Appendices A, C and E. Any beginning programme for Indian students would be well advised to have available such a full-time professional facilitator. It is hoped that his work has been so well done in the first year that the programme can sustain itself without him in subsequent years.

CURRICULUM

I.S.U.P. students take the required courses at The University of Calgary and no distinction is made in course evaluation between Indian and other students. At the request of the Steering Committee and with the support of the Association Dean (Curriculum) of the Faculty of Education who served as Administrative Officer of I.S.U.P., (see Appendix F), a curriculum

committee was established to make recommendations on the special curriculum needs of Indian students who will become teachers of Indian children. Students are strongly represented in the sub-committee and, in fact, the newly-appointed chairman for 1973-4 is a student.

The first concrete achievement of this committee has been to convince the Department of History that from January 1974 it should offer a course on the history of the Canadian Indian.

The required and optional courses of the standard B.Ed. degree programme make it possible for students at The University of Calgary to acquire both an Alberta teaching certificate and a special competence in an area such as the teaching of Indian children. There remains, however, the problem of the development of courses which have a demonstrated utility in the education of the differing groups of Indian children. Because so little is known in this area it is agreed that a sound teacher education programme for Indian students intending to teach Indian children must have at least a triple continuing focus:

(i) assistance to the Indian student in acquiring the courses which qualify him for the Alberta teacher's certificate

(ii) assistance to the Indian student in studying courses of special relevance to his own situation as an Indian

(iii) development and testing of classroom programmes and procedures appropriate for Indian children in widely differing cultural situations

RESEARCH AND DEVELOPMENT PROPOSAL

A substantial research and development budget was, therefore, requested for 1973-4 in the proposal for second year funding submitted in December 1972. It

has not yet been possible for Indian Affairs to confirm the availability of such funds and a substantial programme for 1973-4 cannot, therefore, be planned at this late stage. A more modest proposal has, however, been discussed with the Calgary office of the Department of Indian Affairs and it is agreed that valuable outcomes might be expected from the development of a group of faculty and graduate students whose studies might be oriented to research and development of curriculum and procedures for Indian education. It is anticipated that either as tutors or other assistants, at least four graduate students will be supported by I.S.U.P. in 1973-4. It should be one of the charges to such a faculty/graduate student group that it make recommendations to the Steering Committee for appropriate funding in subsequent years.

Some I.S.U.P. students will enter student teaching in 1974-5. The curriculum sub-committee should, therefore, undertake consultations which will assist it to consider the student teaching needs of the Indian student teacher who must learn to operate within the public school system but must also, if he is to fulfill his role in improvement of the education of Indian children, learn ways of working with Indian children which will be especially appropriate for them (Appendix E, page 4). The standard student teaching experience, already subject to massive criticism, may prove even less suitable to Indian than to white student teachers.

STUDENT TEACHING

In the consideration of a programme of this kind, the question of the suitability of the university milieu is raised.

UNIVERSITY MILIEU

No attempt was made to secure special treatment for Indian students in ordinary courses at The University of Calgary and no separate classes of Indian students were requested. Nevertheless, the teaching staff of the University responded with an obvious concern and sense of responsibility for this new group of students with special problems and a number of such problems were discussed by University faculty with tutors, counsellors and administrators. A number of concessions not, it is assumed, in standards but in timing of assignments, tests and re-tests materially assisted a number of students.

The extensive and apparently highly valued assistance of the University counselling staff has already been noted. The Library (with a very small donation from I.S.U.P.) has proceeded with the development of an Indian collection; the Materials Centre of the Department of Curriculum and Instruction has begun (also with very modest assistance from the programme) to build an Indian curriculum materials collection; the Department of Anthropology has arranged a specially scheduled half course in anthropology as part of the orientation programme for the summer of 1973; the Division of Continuing Education has administered the orientation programme; the office of the Registrar handled the package of 41 late registrations; the Faculty of Education vacated space for tutors, counsellors and the Indian student common room and allocated a substantial amount of time to the administration of the programme.

It is a pleasure to place such assistance on record.

The coordinator reports that no situation within the University in 1972-3 was reported by I.S.U.P. students as racial discrimination. This, unfortunately, was not the case in the wider community.

Nevertheless, despite the concern and assistance of the faculty and the administrative units, more contact with faculty is desired by I.S.U.P. students (Appendix C, page 19). The University has continued to be felt as an alien environment by at least some students. These students seem to hold a double position: on the one hand they wish to be treated in all ways identically with other students of the University and thus resent the special limitation in the number of courses and the expectation of attendance at tutoring sessions; on the other hand they are deeply troubled that they seem forced into the mould of the white man's culture. Very important issues are involved here and should be pursued by the Steering Committee in 1973-4 and in subsequent years, especially through the curriculum sub-committee. As indicated earlier, this committee has already made a proposal acceptable to the Head of the Department of History that there be offered a course on the Indian in the history of Western Canada. However, no such single move can be expected on its own to resolve the difficult issues involved in the development of the place of the Indian in Canadian universities.

THE INDIAN COMMUNITY

Throughout the literature and in many consultations with experts and in discussions with students there is a recurring theme, the importance of the community and especially of the elders in a student's success in school and university and in his subsequent career on the reserves or elsewhere (see Appendix A, page 12, Appendix F, page 5, etc.). It should be a charge to both the curriculum sub-committee and the research group to develop projects and studies designed to work with rather than against the community situation of the reserves.

DROP-OUTS

The "no failure" proposal of the original preliminary plan for 1972-3 has not been implemented and some further attention should be given to this matter by the Steering Committee which as yet has not gone beyond a strong recommendation to the Department of Indian Affairs that alternative employment be arranged where necessary for the 11 students who will not be continuing in September 1973.

DISTRIBUTION OF STUDENTS

The Steering Committee has worked deliberately toward geographic representativeness and has, in large measure, accomplished this for its own membership. On the other hand, student participation in I.S.U.P. is by no means proportionate to the distribution of Indian population throughout Alberta. I.S.U.P. is the only teacher education programme for Alberta Indian students but draws most of its students from north of Edmonton. It is not yet beginning to meet the needs of the southern Indian schools, nor has training for other professions than teaching yet begun except for one student in Social Welfare and the very small number of Indian students who have matriculated and entered the University outside the programme. The whole matter of employment demand for Indians in the professions should be the subject of investigation and planning by the Steering Committee in 1973-4.

No report of I.S.U.P. 1972-3 would be complete without a tribute on the one hand to the friendly cooperativeness of so many Indian students and on the other hand to the leadership of the Indian members of the staff and of the Steering Committee (listed in Appendix B, page 6). It is a

noteworthy phenomenon that for the most part this leadership comes from Indian women who seem, in the organization of education, to have found new and significant roles.

Summary of Recommendations

The following appendices are attached and together offer support for the evaluation recommendations, the most important of which are re-stated below. Others appear within the separate appendices.

Appendix A:	Review of Literature
Appendix B:	Project Proposal (blue paper)
Appendix C:	Interim Evaluation
Appendix D:	Analyses of Grades for Year (yellow paper)
Appendix E:	Report of Participant Observer
Appendix F:	Some Curriculum Recommendations

In view of the apparent retention rate of 73% from the first to the second years of the programme, I.S.U.P. should be continued in essentially the same form. Some modifications do, however, appear warranted:

1. As recommended in the literature and by participant observers -
   a) the present element of Indian control should be fostered and developed, and
   b) the hiring of Indian counsellors should be continued and, as soon as possible, be supplemented by the hiring of Indian tutors.

2. The orientation period of two weeks should be replaced by a six-week orientation period in summer school and should include -
   a) the study of a university course for credit
   b) a studies skills programme associated with the credit course and conducted by University of Calgary counsellors and I.S.U.P. tutors appointed for the forthcoming winter term.
3. The orientation period should be used to assist each student to make a more informed assessment of his own tastes and potential and a final determination of whether he wishes to register for the year 1973-4. The student should be counselled as to whether he should undertake three, four or five courses in his first year but the final decision should be the student's. A new University non-credit course in composition (English 101) should be recommended to all first year students who are assessed in the orientation period as likely to benefit from it.
4. A handbook for students should be developed in consultation with last year's students and should provide students with both "survival hints" and details of regulations.
5. The Steering Committee should:
   a) spend time becoming acquainted with students in the orientation programme
   b) continue the practice of including student representatives as members.

6. All matriculated Indian students wishing to enter The University of Calgary should be welcomed to the facilities and support services of I.S.U.P.

7. Funds should be placed at the disposal of the curriculum development work of the Steering Committee for the following purposes:

   (i) support of the investigations of curriculum committee members, e.g. by funding of visits to Indian schools with experimental programmes

   (ii) building of a collection of curriculum materials already in use in schools for indigineous peoples

   (iii) purchase of research studies related to the curriculum of Indian children

   (iv) support of innovatory courses in their first year or two (i.e. until they are fundable by the regular University budget)

   (v) development and support of a continuing curriculum research and development group consisting of selected faculty and graduate students of The University of Calgary with special attention to the future recruitment of Indian members of the team

   (vi) support of approved research and development projects in schools with Indian pupils

8. A survey should be conducted to provide evidence for planning programmes for appropriate numbers of Indian students in the various professional schools of The University of Calgary.

9. Action should be taken to recruit students from those regions under-represented in the present student body.

10. Efforts should be maintained to secure adequate financial support for students of Indian ancestry but without Treaty status.

11. Consideration should be given to the appointment of a full-time coordinator of the programme and roles and responsibilities of the coordinator, tutors, counsellors and administrators should be more clearly defined in the light of the experience of the first year of operation.

Walter Zwirner

Evelyn Moore

N.B. The Steering Committee of I.S.U.P. has examined Appendices A, B, C, E and F of this report but has not yet received the Introduction and Appendix D.

July 23, 1973/jr

APPENDIX "A"

INDIAN STUDENTS' UNIVERSITY PROGRAMME

A REVIEW OF LITERATURE

WHICH HAS RELEVANCE FOR THE I.S.U.P. PROGRAMME

		Pages
1.	Selection	8, 23
2.	Orientation	24
3.	Counselling/Tutoring, etc.	3, 4, 5, 14-23, 24
4.	Indian student decision making	2, 4, 6
5.	Peer group assistance	2, 3, 4, 5
6.	Maintenance of Indian identity	3, 5, 6
7.	Culture traits affecting education	4
8.	Communication of goals and regulations	6
9.	Maintenance of university standards	6, 7
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R. A. Ross

February 26, 1973

This review will examine special programmes in higher education institutions which have something in common with I.S.U.P.

Such an examination will be limited in value because each programme operates with its own objectives, which will determine its unique needs and structure, within a specific institutional framework, which in turn will set up freedoms and limitations according to that framework, and within its own cultural setting.

Since I.S.U.P. has certain elements in common with other educational opportunity programmes there is some value in examining them, for comparative purposes.

The first part of this review will look at what Indian people recommend in higher education for Indian students, will study a cross section of educational programmes examining methods of selection, types of courses and supportive services provided, and will set out possible implications for the I.S.U.P. programme.

Indian Recommendations on Higher Education for Indian Students

Some idea of the expectations of native people and of the feelings of native students is shown in "A Report of the Institute on The American Indian Student in Higher Education" -- the result of a conference held at St. Lawrence University, July 12-30, 1971.[1] The following is a summary of the relevant parts of this document.

Lloyd Elm, a secondary teacher, in reporting on discussions with drop-out students probably pinpoints one of the major student difficulties encountered in higher education. He said "the Indian students who have gone to college became aware that people were guiding them and not giving

them a choice of what they wanted to do. Educators were saying 'this is best for you, you come to this school and you take this course because it will help you cope with white society'. The Indian does not want to hear this; he wants to make his own decision".[2] Elm goes on to point out that the Indian student needs some help to be able to cope but not help of a paternalistic kind. Throughout this report there is an emphasis on Indian participation in control and decision making.

The recommendations of the various committees show the directions stressed in the areas of orientation, counselling and tutoring.

The Developmental Curriculum Design Committee made the following recommendations:-

1. Examination and implementation of pre-freshman developmental and refresher courses for Indian students should be conducted by institutions of higher education desiring to enroll Indian students.
2. Academic institutions should give full credit for developmental courses so that students doing them feel that the courses are important and that they are full members of the institution.
3. The time period should be sufficient to allow the development of standard academic attainments.
4. Culture free standardized tests should be used in selection e.g. Progress Matrices, Safron Culture Reduced Intelligence Tests.
5. Peer group tutorial services should be provided with an emphasis on self involvement.

6. The student should not be made feel different or distinct.
7. There should be someone, preferably mature, available for continuous consultation.
8. It is desirable to form a native club or organization to provide a reference area for the student.[3]

The Committee on Counselling, before detailing their recommendations, pointed out what success values and education mean to the Indian student. They asked for consideration of the following points:-

1) The importance the Indian student attaches to family and community ties. The respect the Indian child has for elders cannot be ignored. The loyalty for tribe and community can create complications when he attends college. Although all possibilities should be explored the only solution in some cases may be to return home regardless of the length of stay intended.
2) The age of the counsellor may be important. Many Indian youths desire to identify with those who have had like experiences and who are relatively the same generation.
3) His academic status most often hinges on his "Indian life experiences".
4) The counsellor must aid the individual Indian student in his realization of self. Although not all Indians desire to be identified as Indians, it is the duty of the counsellor to reinforce the pride and confidence of those who do wish to assert Indianness.
5) It must be made clear that counsellors are dealing with a culturally variant individual and the individual should be treated as such.
6) Communication for the Indian is different from that of white society.

> Emphasis must be placed on the concept of Indian time. Indians do not live by the white man's clock, but this should not be interpreted as a sign of laziness or "I don't care" attitude.[4]

Alzo Spang, a member of the North Cheyenne tribe, in an article "Counselling the Indian" makes similar observations where he draws up the following contrasts between the values of Indians and members of western culture. He suggests that whereas the Indian is present oriented, has lack of time consciousness, is giving, has respect for age, is cooperative, and has a harmony with nature, members of western culture are future oriented, time conscious, saving, emphasize youth, are competitive and strive for conquest over nature. He points to the difficulty a non-Indian counsellor experiences in understanding the Indian.[5]

With similar understanding of the differences between Indian and western culture the Committee makes the following recommendations:-

1) Traditional counselling techniques for the most part should be ignored. Informal, indirect approaches centred around interests and equal sharing should be used.
2) Counselling principles and techniques should be expanded to include means and methods relevant to the Indian life style. It is suggested that the Indian student cannot be pushed but will walk better "side by side".
3) For reasons stated above, the Committee recommends that preference should be given to Indian counsellors and that personal qualifications should be given more weight than academic attainments.

The Committee sets forward the various types of counsellors required and lists the qualifications and attributes they feel necessary as follows:-

a. Professional Indian counsellors who must "think Indian", have a full understanding of the academic institution, be capable of functioning within the hierarchy of the institution and be able to provide liaison between Indian student, Indian community and the college community.

b. Professional non-Indian counsellors who have pre-service and in-service training in working with Indian people and communities and who understand "Indian ways of life and thought".

c. Para-professionals with some emphasis on fellow students.

4) The fourth recommendation is that institutions of higher education do not make programmes available to Indian students unless they have a full commitment to these students.

5) The expertise of established Indian students should be used fully, e.g. on orientation committees, academic review boards, study skills or tutorial services and counselling.

6) In-service courses should be developed for preparing counsellors.

7) Indian organizations must be an integral part of the college community. The purposes of such an organization should be to provide an identity group for Indian students, to educate the college and the surrounding community about the contemporary Indian, and to act as a liaison group between academic and Indian community.[6]

The Indian Education Training Institute which was held at Gonzaga University between February and November, 1971, shows general agreement with the above statements. It came to the following conclusions on higher education for Indian students.

1. Watered down degrees or courses are not acceptable.
2. Indian clubs and places where students can come together are important.
3. Whenever possible the director of programmes should be Indian.
4. Clear communication of what a programme is designed to do at college must be available to the student.
5. Guidance and counselling must be available to give students tools to cope with university.
6. Home rule and self determination are in -- paternalism is out.
7. The institutional welcome has to be genuine and real.[7]

These reports reflect widespread Indian aspirations in higher education, which perhaps may be summarized as

a) more Indian control and direction of programmes directly related to Indians;

b) admission policy and selection procedures which allow Indian students with the necessary potential to have access to higher education;

c) supportive services of a special kind which will allow students given this opportunity to be successful in their selected programme;

d) an academic programme which is not one of lowered standards.

The I.S.U.P. programme appears to meet all of these requirements. It has Indian control, an orientation period, special tutoring and counselling, a common room for Indian students, and students can take a reduced number of courses in the Faculty of Education in their first year. One of the purposes of this evaluation is to assess the effectiveness of these

innovations in discovering the student with potential and in helping him meet the academic requirements of the course.

Special Educational Opportunity Programmes: A Review of the Literature

This review will examine the literature on educational opportunity programmes with special reference to methods of selection, types of courses and supportive services provided.

A forced awareness of the great inequalities of opportunity for higher education in the late 60's brought forth a wide and varied response from most tertiary institutions in the United States in the form of educational opportunity programmes. Because of the urgency of the situation these programmes were frequently set up quickly with very little or no research background.

Spaights and Hudson, in their review of such programmes, state "many schools have simply waived their admission standards to allow disadvantaged students to enter and have added to their failure by overlooking their need for other supportive services. Then, too, some institutions have required total conformity from students with striking differences in cultural background and have failed to realize that the institution itself must be willing to change. . . It is clear then that there is little uniformity in the structuring of educational opportunity programmes. This is partly due to the fact that there is little systematic research relating to the education of disadvantaged students".[8]

This survey will attempt to cover a cross section of this wide variety of programmes variously described as opportunity, disadvantaged, minority group, culturally deprived, and in so doing will look at those areas which have relevance to the I.S.U.P. programme.

Selection

Kenneth S. Washington, in a statement made at Fresno State College in 1969, sums up the confusion in the area of selection.

"I must very honestly say that having worked in this area for three years I really don't know the answers. I have attended a variety of meetings across the nation where this kind of thing has been discussed and this seems to be the foggiest rea of concern. I can say with some degree of assurance that no one has found any objective criterion that is sufficiently predictive that it will allow us to make generalized decisions". After enumerating a few areas which might be investigated and used to help with prediction such as motivation, commitment, family situations, and recommendations he goes on to say "In the final analysis I must honestly say that if I found a student who fits none of these characteristics but still indicates a last-minute desire to go to school, I'm afraid I would put all the effort that I could to help him achieve his recently found goal. We must recognize we are in a new area of collegiate concern. Insufficient data prevents us from making rigorous conclusions".[9]

Scholastic Aptitude Tests

There are a number of studies which show aptitude tests, e.g. S.A.T. as reliable predictors of success for the disadvantaged student for example, Roberts "Studies in Identification of College Potential".[10]

Stanley "Relative Predictability of Freshmen Grade Point averages for S.A.T. Scores in negro and white southern colleges".[11]

Cherdack, A. "The predictive Validity of the Scholastic Aptitude Test for Disadvantaged College Students Enrolled in Special Education Courses", shows school grades to be more reliable predictors than S.A.T. results.[12]

There are also a number of studies which question these findings and call for more research e.g. Green, R.L. "The Black Quest for Higher Education: an admission dilemma".[13]

There appears to be no conclusive evidence. Perhaps a summary of Tetlow's conclusions in his investigation at Cornell University of C.O.S.E.P. (specially admitted, disadvantaged students) results in relationship to S.A.T. scores and school grades will give some idea of the complexity of the situation.

From a sample of 234 examined over a semester of performance he found 1) standard academic predictors less valid for C.O.S.E.P. identified students than for other students, but not completely invalid. 2) S.A.T. verbal scores correlate poorly with grade point averages. 3) S.A.T. math scores correlate approximately the same for all students but they are poor predictors. 4) Rank in class when converted to standardized scale is the best single predictor for disadvantaged male students. However, it is not an effective predictor for disadvantaged female students. 5) The best single predictor of second semester performance is the first semester performance.[14]

Generally there seems to be some evidence that scholastic aptitude tests predict reasonably well for middle class black and white students but do not for disadvantaged students. A good deal more research is needed in this area before any firm conclusions can be reached.

Criteria Other than Scholastic Aptitude Tests

Since the traditional requirements for admission to higher education have been waived in the case of special opportunity programmes other criteria are being used.

Edmund and Thomas report on student variables as correlates of academic achievement. They state, after looking at studies of motivation, self concept, interpersonal variables, sociability and social acceptance, emotional adjustment and conformity -- "In summary many non-cognitive variables have been identified and researched regarding their relationship to academic success. Most of the findings have been either inconclusive or conflicting. Moreover, very little research on these factors has been conducted on the population for which the model is proposed i.e. the disadvantaged student".[15]

Although there is little conclusive evidence to point to reliable criteria for selection for opportunity programmes there are many statements on selection criteria used for these programmes. R.C. Williams lists factors which could be used in selection.

1) A willingness to accept some measure of responsibility for achievement or failure.
2) A minimum perception of self worth.
3) An emotional toughness that allows persistence.
4) Some leadership ability.
5) The capacity to think with some originality.
6) Success in some activity which has required persistence.
7) Achievement motivation.[16]

Guerra and others report that at Cal State, Los Angeles, the criteria used to assess the applicants are:-

1) Resourcefulness -- is the candidate locked in one way of looking at the situation?
2) Originality -- which is demonstrated in writing and speaking.

3) Initiative and leadership -- what leadership positions have been held by the candidate? Will he have to be pushed? Is he passive or energetic?

4) Humour -- ability to find humour in everyday happenings.

5) Sustained motivation, e.g. does he complete tasks or show evidence of any long periods of involvement?

6) Autonomy and self direction.

They state "one of the most important documents is the candidate's autobiography which serves as the candidate's own letter of recommendation".[17] An interesting suggestion put forward in this document is that peers of the prospective applicants should be used in recruitment and selection because it is easier for them to determine the motivation and potential of an applicant.[18]

In addition to the attributes of the individual which may be predictive of success there is frequent mention of the need to consider school grades, teacher assessments, financial and family situations, and work experiences.

In summary, frequently the method of selection is influenced by the number of students who can be supported by the programme. With traditional admission requirements removed screening occurs on an arbitrary combination of subjective judgements of the applicant's personal qualities, measures of his scholastic aptitudes and academic skills, school grades and record, and social background. Since no programme has been in operation long enough to allow for significant evaluation it is difficult to come to any general conclusion about valid selection.

It may be that what appears to be contradiction in research findings about the predictive value of different selection instruments such as

scholastic aptitude tests, school grades, personality tests, etc. can be explained by the widely differing situations in which such instruments are used.

At the present state of knowledge it would seem advisable for each programme to devise what appears to be the most appropriate means of selection for it and proceed to validate its methods on its particular population. In the course of this, new and suitable instruments may be devised for its special purposes.

The next study is appended because it appears to have relevance to the selection of students for I.S.U.P. It may also be of use to counsellors and tutors in the programme.

The summary is taken from the Journal of American Indian Education January 1965, Vol. 4, No. 2, p5-16.

"Higher Education of Southwestern Indians with reference to Success and Failure", U.S.O.E. Project 938 by G.D. McGrath, Robert Roessel, Bruce Meador, G.C. Helmstadter and John Barnes.

The objectives of the study were to assess the current status of the Indian in higher education including the number of Indians enrolled, the number of Indian drop-outs and the problem areas identified, to determine factors related to success and failure of Indian students in college and to ascertain factors which appear to be reliable predictors of academic success of Indian students in college. The students providing the data came from the years 1958-9, [illegible]-60, 1960-61, and first semester 1962.

Reasons for [illegible]ts as identified by southwest tribal bands were:

a) [illegible]ncial

b) lack of [illegible]agement from family and tribal leaders to stay in school

c) inadeq[illegible]re[illegible]ration for college (38%)

They suggested four ways to help Indians to succeed better:-

a) Keep in touch with Indians at college and let them know the tribe cares (55%).

b) Provide more adequate financial aid (35%).

c) Provide more college orientation programmes (35%).

d) Provide better pre-college preparation (33%).

Cultural and academic variables were related to grades. Facility with English language seems to be of even greater importance for success in college than it is among non-Indians.

There seems to be a tendency for students who come from homes where English is never spoken to do better in college than students from other categories.

The middle third of the high school graduating class did not achieve in college as well, on the average, as those on the lower and upper third of their graduating class.

Test scores which were predictive of college success involved verbal and/or reading components.

Significant differences between in-school Indians and Indian dropouts were found in these areas: the dropout was more likely to have been on the reservation; he was more likely to come from a larger family; he was more likely to have had all his elementary schooling on the reservation; his father was older and less well educated; he was more inclined to be rated by instructors as less neat or indifferent to personal appearance than the typical student; he was inclined to study less and spend less time in the library; and he was more likely to be placed on the undesirable end of scales which rated ability to do independent work, interest in classroom instruction

quality of classroom comment, dependability, self confidence, perseverance in school work, soundness of decision, and ability to express oneself in oral and written English.

There was a slight tendency for full blood Indians to be less successful in college than mixed bloods.[19]

This study was made on 402 in-school Indians and 237 dropouts.

Supportive Services. Types of Courses.

Supportive services are offered in all the opportunity programmes studied.

There is a wide range of patterns which are variations on a remedial theme. In some courses there is a prefreshman period or orientation course which is designed to help students adjust to university life and to upgrade them to a point where they are able to cope with the academic programme. Usually this is accompanied by counselling and tutorial services when students enter the academic programme. In some programmes students enter the normal university programme, taking a reduced number of courses and at the same time taking upgrading courses in study skills, English expression, mathematics, etc. There are a few situations where the student is placed in the normal university programme with the option of taking fewer than normal courses and with tutorial and counselling services available to him.

Where there is a preparatory programme it is usually of six weeks duration or longer.

In some programmes students follow the same remedial package of courses but in a few the emphasis is on individualized instruction and in some cases according to progress in remedial courses students are advised about or directed to the number of courses they should take in the academic programme.

Courses offered in remedial programmes usually include English expression and composition, mathematics, study skills, use of library and reading skills. Other courses mentioned are anthropology, psychology, history, life skills, community resources. These are presented with the purpose of helping the student grow in understanding of himself, and his society and to help him adjust to university life. Some programmes provide an introduction to academic courses the student hopes to pursue.

One interesting variation on the usual package remedial programme is that offered by City University, New York. City University has an open admissions policy and gives placement examinations in English, reading skills, reading speed, mathematics and foreign languages. Depending on test results students are placed in credit courses, non-credit remedial courses, or special courses which combine remedial work with regular course content. Four hundred and fifty were admitted to this programme in 1966 and in 1968, 300 were still attending, over half of whom maintained a "C" average or better.[20]

A representative coverage of types and varieties of special programmes can be obtained in "Survey Report of State Funded Programs for Disadvantaged" Students in Massachussetts, University of Massachussetts Amherst School of Education, March 1972.

In review of the literature on supportive programmes the following questions seem worth posing.

1) Should all "disadvantaged" students be placed in a prescribed number of remedial courses?

Donald M. Winkleman, commenting on opportunity programmes, says "There is an unfortunate tendency to attribute a homogeniety to opportunity students which does not and could not exist".[21] He makes a plea for flexibility in

remedial programmes.

2) Should credit be given for "sub-college" level remedial work? If no credit is given, what effect does this have on student incentive and student attitude towards these special courses?

3) How important is it to integrate students into the main university stream? What are the implications of students' identification with special programmes? How can potential stigma of identification be counteracted?

Spaights and Hudson say "There is a greater likelihood that successful disadvantaged students will show initial hostility toward the programme in which they are enrolled. Some programmes appear to be token programmes which fail to tackle the real academic problems of the student. Additionally, some programmes that sincerely attempt to alleviate the problem are often misunderstood by the students".[22]

For this reason a programme needs to be clearly structured and the student should have a clear understanding of the purpose of the programme, its nature and its expectations of him before he accepts.

4) How efficient are pre-university programmes in upgrading students to a point of being able to cope with university courses?

Spaights and Hudson say "There is some doubt about the efficacy of pre-college seminars and institutes for assisting prospective college students with serious academic deficiencies. It is difficult in a 6-8 week session to eliminate the inadequacy of the public school system".[23] This suggests continuing with remedial assistance for some time after the student with severe academic deficiencies enters the full academic programme.

5) How far do specially organized opportunity programmes become isolated from the rest of the university?

Robert Green, in a study of minority groups at predominantly white universities points to the tendency of special programmes with directors and staff of their own to become isolated in the university and in this isolation not gain full support. He suggests full faculty involvement with departmentally based programmes providing in-service and pre-service training for university staff on attitudes towards minority groups.[24]

Supportive Services. Tutoring and Counselling.

Organization of tutoring and counselling services range from highly planned where a schedule of sessions is arranged for students to programmes which make these services available to students who request special help. In some cases general tutors plus specialist tutors are provided, in others only subject specialists are made available.

A brief description of several arrangements will serve to illustrate.

Guerra and others outline a programme in operation for Mexican Indian students. It is headed by a Chicano director. Responsible to him is a counsellor who is responsible for the programming of student counsellors. Each student counsellor has ten students who are allocated according to their preferences. An adviser meets at least once a week with his students and, in addition, has the following duties. He checks if students are attending class, meets with students' instructors to discuss and review students' academic progress, schedules students with the academic skills centre if the student needs this, makes arrangements with tutors when required and then follows up to see that the student keeps appointments, that the tutor is suitable, and checks on the student's progress, makes appointments with counsellors where

necessary, keeps a record of students' class schedules, term papers and tests.

Special teachers are hired on the basis of being able to communicate with Chicanos and the qualifications required for turors are listed as:- a) they must be able to establish rapport; b) they should be knowledgeable in the field; c) they should be an upper division or graduate student.

There is a written agreement with the student wherein he undertakes to attend scheduled meetings with professors and tutors and agrees to follow programmes designed to improve academic skills if he is so advised. If the student fails to meet this undertaking his position in the programme is reviewed.[25]

A description and evaluation of a similar tightly organized tutorial system in operation at Michigan State University is given by Donald S. Briskin. It was recognized in this programme that special assistance was needed in two areas, the cognitive where specific help was required in academic skills and curriculum areas, and the affective where students needed help to improve self image. The programme was headed by a coordinator to whom a head counsellor was responsible. The head counsellor's responsibilities were to see that students were registered, to see that each student knew the requirements for his degree programme, to see that he obtained proper academic guidance, to keep communication open to all concerned, to keep a copy of reports filed by counsellors and to submit copies of these with recommendations about students.

Counsellors submitted a written report of student's progress to the head counsellor weekly and contacted each professor with a student on the programme, making sure that student and professor understood each other's perception of progress being made.

Tutor-coordinators were responsible for tutors carrying out duties in the programme, saw that tutors were placed according to their abilities and the student's needs, filed weekly reports with recommendations and made sure tutors were available when needed by students.

The tutors responsibilities were to improve the students' skills which are involved in most learning, to gain rapport, to help the student widen his horizons, to value the student's opinions, and to file written reports on progress and recommendations. Tutors underwent a five week training programme which included empathy training, sensitivity discussions and role playing sessions. Their pedagogical responsibilities were to review with students the way to approach course work, study texts, take lecture notes, prepare for exams and utilize library resources. They were responsible for discovering what was of prime importance in courses, what the professor was looking for and the kinds of tests he gave. In conjunction with this the tutor was encouraged to discuss material being covered with the professor. The tutor also provided feedback to the student on his progress and achievement in terms of tests and reactions to his comments. He checked class attendances.

Each tutor met for 1½ hours twice a week with his students. The initial sessions were unstructured with a problem question approach. Subsequent sessions alternated between tutor prepared and presented course material and student presentations and discussions.

Tutors were asked to refrain from counselling.

The programme was evaluated by students' attitude as measured by questionnaire and academic achievement shown by G.P.A. There was a general favourable reaction from the students as shown by questionnaire responses.

Of 384 freshmen, 282 were not tutored in fall. Their G.P.A. increased from 2.13 to 2.23 for winter. The 102 who were tutored in the same period had a G.P.A. increase from 1.82 to 2.24. This was a relative increase of .39 as compared to .10 for the untutored group.

One of the main recommendations from this report is that tutorial programmes should be developed in a systematic way by subject matter and curriculum specialists, administrators, counsellors and students. It is advised that programmes should be founded on well thought out instructional and content principles. Because the data revealed high attrition it was suggested that it may be desirable to establish some form of contractual agreement with the student.[26]

Less structured programmes like that of C.C.E.B.S. at the University of Massachusetts place emphasis on making tutorial and counselling services available at all times and at the most convenient places for the students. They are based on the principle that the student responds best to tutoring when he needs it and it is offered as a service rather than a requirement.[27]

It is impossible to assess the relative effectiveness of these different approaches. In the highly organized situation the student may feel resentful of the compulsory aspect and of being part of a special programme whereas in the less structured situation, which may avoid resentment, the reticent student may never reach the service.

Spaights and Hudson make the following conclusion about tutoring programmes. "There seems to be some evidence to support the effectiveness of small group or one-to-one tutorial instruction. Dealing with educational deficiencies as they arise in the course of regular classroom instruction appears to be the most effective method by which the disadvantaged may overcome their deficiencies".[28]

Most programme accounts mention suitability of tutor for the task. A number recommend the use of peers in tutoring and as paraprofessionals in counselling. Kitano and Miller in their report on educational opportunity programmes in California higher education state "our research reveals that the peer group advising and counselling program is a very important resource for the student. The peer group structure forms a quasi 'fraternity system' for newly arrived E.O.P.'ers; they learn about teachers' courses, examinations and the techniques necessary for survival and success within the institution. Under this structure the E.O.P. student can identify and learn from his own ethnic community who have already mastered some of the unique problems presented by the complex college environment.

We recommend the expansion and strengthening of this service as an integral part of the E.O.P. package. Advanced students should function as paid advisers to new comers.

The role of "professional" counsellors and tutors should be re-evaluated. We recommend that these professionals, usually Black and Chicano, be hired and integrated into the regular counselling or appropriate departments of the host institution and be available to all students".[29]

There is frequent reference in reports to the need for careful selection of tutors with some emphasis on previous experience with the kind of student to be encountered. Sensitivity and attitude awareness training is a suggestion for a pre-service training course for tutors and counsellors.

Reports on counselling with disadvantaged and minority groups place emphasis on style of counselling. Howard Edwards who, in an evaluation of the operation of the Contra Costa College mobile counselling unit, which is discussed in the next paragraph.

After giving an account of students' background of failure, their apprehension about college experience and low expectations of their own abilities he says "the counsellor recognizes a need to develop an appreciative approach . . . . The corrective approach attempts to mold a person into the existing system, applying the standards and criteria that are used to measure the majority of students and rid him of 'deviant' attitudes. The appreciative approach allows for consideration of the person's point of view, his experiences, his culture, his expectations, his manner of relating. The approach assumes much empathy. The counsellor's aim is to comprehend and illuminate the subject's view and to understand the world as it appears to him. Any so called disruptive or deviant behaviour is worked with and attempted to be seen from the person's vantage point without violating its integrity. Inherent in the appreciative approach is the giving of much consideration to the healthy aspects of a person's behaviour and personality. The person's strengths are constantly emphasized.

The goals are to 1) decrease tension 2) increase self confidence and esteem 3) encourage coping and functioning which maintains the person's equilibrium 4) build compensatory strengths and satisfactions 5) help to provide methods of problem solving. Supportive counselling emphasizes ways of helping the person cope and function in a new situation".[30]

Edwards also points out that goals for disadvantaged students in higher education are frequently too remote to sustain motivation and therefore there is a need to provide short term goals.

F. C. Halimandaris, in correspondence with the writer about the IMPACTE programme, a teacher education programme for Indians at Brandon University, shows the need for an extension of counselling beyond the student.

He says "the project provides intensive counselling, not only for the student but for the whole family. We found that this type of counselling is necessary if the student is to be assisted in staying with the programme".

Implications of this Review for I.S.U.P.

Selection

Since there is no certainty about the predictive value of scholastic aptitude tests such as S.A.T. for minority group students it would seem an added and unnecesssary burden to the I.S.U.P. applicant to include them in the selection programme. There is some evidence which suggests that academic skills tests have some predictive value with minority groups. Hence it may be worthwhile to continue using the results of the College Cooperative English Test as one piece of information about the students. There seems to be a widespread feeling and some evidence that students with strong motivation will succeed in university if they have the appropriate supportive services. Unfortunately there are no reliable measures of this hence this and other personal attributes have to be assessed in interview.

There seems no reason to discontinue taking into account school grades (to indicate a minimum level of acceptance) school records, family background, work experience and financial situation. The California E.O.P. personnel have found the autobiography useful. This provides support for its continued use in I.S.U.P. selection.

Since so much weight has to be placed on the interview in initial selection, the interviewing panel should have as much relevant information as possible available to them before the applicant arrives for interview. As initial screening is done in educational districts it seems advisable to discuss with selection panels possible guidelines for the selection of students

There is some evidence to indicate that the best predictor of later academic success is first semester results. This suggests that an orientation period of sufficient length and which includes a credit course may help indicate to the student his chances of success in the academic programme.

Orientation

The literature suggests that most orientation courses are at least six weeks in length. There is some doubt that, in that time, it is possible to upgrade deficient academic skills.

This would indicate that consideration be given to extending the period of orientation for I.S.U.P.

Criticisms of some orientation programmes have been made on the ground that every student, irrespective of his level of academic skill, is treated alike. Some thought should be given to individualizing instruction in I.S.U.P. orientation. If there were some knowledge of levels of attainments in the various academic skills individual programmes could be arranged more effectively and students could be counselled on the number and type of courses they could take with best chance of success.

Tutoring and Counselling

There is emphasis in the literature on tutors and counsellors having an understanding of the minority group students with whom they work and on their being able to establish rapport with them. In some programmes pre-service and in-service courses are given. This may be worth considering for I.S.U.P. perhaps in terms of group discussion among personnel involved both before and during the programme.

The success experienced by some other programmes in using students from the programme in a tutoring capacity and as paraprofessionals in counselling suggests that some thought should be given to the desirability and possibility of selecting and preparing some interested I.S.U.P. students for these roles.

It would appear that I.S.U.P. should arrive at some decision on the principles to be used in organizing supportive services. The literature shows two main approaches. In one it is assumed that, without counselling and tutoring, students deficient in academic skills will not succeed with the university programme. On this assumption students are directed to the appropriate supportive services which are clearly structured and scheduled. In the other, the student is left to recognize his own deficiencies and supportive services are available to him when and if he wants them. There is no evidence to show which approach is more effective.

There should be a clear policy decision in this matter for I.S.U.P. so that tutors, counsellors and students know quite clearly what their obligations are.

Structurally, I.S.U.P. appears to have all the elements that the literature shows are necessary for such a programme. Although it is possible to generalize about the need for native control, orientation programme and other supportive services, the way in which these function will be unique to this programme and their effective functioning can only be worked out by continuing evaluation and research.

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APPENDIX "B"

INDIAN STUDENTS' UNIVERSITY PROGRAMME

PROPOSAL FOR FUNDING

FIRST PHASE

1972-3

Submitted by Evelyn Moore in
consultation with the Steering Committee
July 27, 1972

Introduction

A great deal of expenditure on the education of Indian students to date has produced very few employable professionals. It is the assumption of this proposal, and in fact an hypothesis to be tested, that a relatively small additional expenditure per student ($600.00 p.a.) can assist students to succeed at the university and to put to good use the substantial sums already being spent on post-secondary Indian education. A simple nose count of graduating students will give one measure of evaluation -- and an important one -- but it is also of very great importance to establish a thorough-going evaluation programme which will assist in answering more fundamental questions about desirable future programmes. For this programme, characterized by intensive counselling and tutorial services and by Indian control, we need answers to such questions as the following:

(i) To what extent are the selection procedures used appropriate in the matters of both prediction of university success and acceptability on the Reserves.

(ii) To what extent does the level of educational initiative on the Reserve (active Education Committee etc.) relate to success of the student at the university?

(iii) To what extent has the programme acceptability to, and appropriateness for, students of differing language groups, levels of education, age on entry, marital status, etc.?

(iv) Do any patterns emerge to guide the future placement of Indian students in large or small groups in university classes?

(v) What strategies can maximize the cooperation of University faculty?

(vi) What tutoring strategies have greatest pay-off with different types of Indian students?

(vii) Is a two-week orientation the optimal period for induction into a new programme?

(viii) Will students accepted on interview but rated as being in the "low" or "very low" groups in reading as measured on the Cooperative College English test succeed if provided with one summer of reading instruction as preliminary to the support programme?

(ix) What is the frequency with which the following counselling problems emerge:

1. Loneliness
2. Academic difficulty
3. Academic discrimination
4. Social discrimination
5. Budget
6. Alcohol
7. Non-alcohol legal
8. Marital
9. Other sexual
10. Housing
11. Home reservation problems
12. Child care
13. Health
14. Other

(x) What are optimal procedures for handling these counselling difficulties?

(xi) What is the career choice and career success of the graduate of the programme?

(xii) What changes in self-image take place for both students in the programme and the Indian pupils they ultimately teach?

(xiii) What are the implications of a system involving employment as teacher aides before admission to the University programme in teacher education?

(xiv) What are the characteristics of a programme administration with Indian control of the Steering Committee? What are the identifiable problems and advantages of such an administrative system?

It could be expected that appropriate case studies of both the programme and of individuals within it would suggest modifications of the proposed programme and of other programmes which might emerge in Canada.

Consultation

Consultation has been established with the Director (Dr. P. Halamandaris) and the Coordinator (Miss Carol Lavallee) of the University of Brandon I.M.P.A.C.T.E. programme for Indian students. Contacts have also been established with programme personnel in Edmonton, Regina, Montreal and on a more limited basis in the U.S.A. It will be an essential element of the research and development aspects of the proposed programme to extend these consultations to ensure the use of such guidance as is available from existing experience and research.

Research Design

The budget of this preliminary research proposal is intended to provide, inter alia, the release time which is needed to allow the research staff to develop the detailed research designs necessary to undertake a serious evaluation.

Evaluation is to be considered as an ongoing process of gathering appropriate information to aid in decision making. Some of the areas of concern have been outlined above; as the programme progresses new concerns will develop. One of the first tasks of the research team will be the development of designs which will lead to answers to some of the problems raised previously. This will mean the employment of a variety of statistical designs and techniques.

Designs have to be established at this stage for long-term evaluation. Selection of appropriate tests, as well as the development of some new tests, would seem necessary since the population to be considered was usually not part of the norming population for most standardized tests.

If experimentation with teaching and selection is to be used, then we need to plan now the set-up for such experiments. Systems of data collection, storage and retrieval will have to be also started very soon.

For expansion of pages 3 and 4 see Supplement attached.

The Programme Proposal which follows has now (as of June 19th) received the full approval of the Indian Steering Committee through which it was developed. The Council of the Faculty of Education has resolved to approve the programme. Interviewing and testing of students has proceeded far enough to establish that between 35 and 50 "good risk" students are available for the initial year of the programme.

Budget

The following budget is proposed:

1972-3

(i)	Partial release time for research faculty members through provision of graduate student or other assistance	-	$ 9,900
(ii)	Consultation with other participants in Indian education in North America	-	$ 1,500
(iii)	Computer services	-	$ 600
(iv)	Stenographic and duplicating costs	-	$ 500
(v)	The counselling tutoring programme as itemized on page	-	$ 28,500
	Total	-	$ 41,000

INDIAN STUDENTS' UNIVERSITY PROGRAMME

(I.S.U.P.)

PROPOSAL FOR FIRST PHASE, 1972-3

There is known to be in the Province of Alberta a pool of able Indian people, many of whom have incomplete high school careers but who, it is believed, could benefit from University education and who could, as trained teachers, fill a great social need. This programme is offered to those potential students.

The Steering Committee of the programme has the following membership:

Don Cardinal (Cree/Sucker Creek)
Regina Crowchild (Blood/Sarcee)
Pauline Dempsey (Blood/Calgary)
Alice Makokis (Cree/St. Paul)
Evelyn Moore
Sue Sollner
Isabel Steinhauer (Cree/Saddle Lake)
Theresa Wildcat (Cree/Hobbema)
Vivian Ayoungman (Blackfoot/Stoney)

Staff

The Steering Committee has resolved that the programme, when funded, will be under the direction of the following staff:

Programme Coordinator and Senior Education Counsellor (half time)	Mrs. Pauline Dempsey (Blood)
Indian Student Counsellor: (male)	Mr. Don Pinay (4th year Education - Cree)
Indian Student Counsellor: (female)	Miss Linda Lock (Social Welfare student)
Senior non-Indian Counsellor: (half time)	Mrs. Sue Sollner (seconded by Indian Affairs)
Administrative Officer:	Professor Evelyn Moore, (Associate Dean, Faculty of Education, The University of Calgary)

Tutors:

1. Mrs. Jane Flemming/Mr. Don Pinay
2. Mr. George Lyon
3. Mrs. Shirley Macdonald
4. Mrs. Valerie Tootoosis

Other staff will be appointed as numbers warrant it.

Study Programme

In their first year in teacher training students of the programme would normally be asked to take only three courses (a full load is five courses).

(i) Ed. C.I. 202 - Communication in the School.

This course is the basic course for all first year students in Education and has four elements -- Media, Speech, Group Interaction and Semantics. It consists of two hours of lectures and four hours of laboratory sessions per week. (Field visits in connection with this course will be made to schools with Indian pupils, e.g. Morley). The course should prove to be a very suitable beginning course for Indian students and will be evaluated in this light.

(ii) Physical Education 225/327. Two half courses for beginners in teacher education. Students will spend a half day per week in schools in connection with this course and will be thus helped in their adjustment to teaching. Again, Indian schools should be used and buses should be a charge to the contingency fund of the project. (See budget attached).

(iii) Anthropology 313 - Contemporary Indians of Canada - an existing half course in anthropology which would contribute toward giving Indian students the same opportunity to study their own culture

as is available to non-Indian students. Other half courses in anthropology will be available in the second term.

In second year and subsequent years it is planned to include as options certain courses requested by Indian students e.g. native languages.

Able, matriculated students may well take a full course load but still benefit from the support services. For most students a later summer session could be used to compensate for the smaller number of courses taken in the first year. Students achieving a 2.0 average at Christmas could be permitted registration in another half course, and those with 2.6 average may take a full load in second term (i.e. five courses). Such additional courses might well include native languages.

The three courses listed for beginners form part of the regular programme in Education, 15 courses for certification, 20 courses for degree. This is fully set out in the University calendar, but a summary is included.

SUMMARY OF PROGRAMME

The Certification Programme of the Faculty of Education which Indian students would enter is as follows:

Year I

Education I (Ed. C.I. 202 - Communication in the School)

Four other courses (including Physical Education and Anthropology recommended to Indian students)

Year II

Elementary	Secondary
Education II	Education II
Two other courses in Art, Drama, Music or P.E.	Four other courses
Two other courses	

YEAR III

Each student in the third year is engaged in an inter-disciplinary five course programme, organized in team clusters and focusing on student teaching at the grade level and/or major subjects of his interest. Indian students would be placed in reservation schools, or city schools with a substantial proportion of Indian pupils.

Support Programme

Students would be provided with an intensive support programme involving:

(i) counselling to assist university and urban adjustment

and

(ii) tutoring to assist in course work. (See attached budget).

Tutors will be hired on the basis of knowledge, experience and evidence of ability to relate to Indian students; tutors will be expected to attend the lectures of the course in which they are tutoring and will be expected to assist the Indian students both individually and in groups in the comprehension of the course and in preparation of assignments.

Sense of Place and Indian Identity

All students will be carefully accompanied on experiences designed to introduce them to facilities (such as swimming and lunch rooms) available to all students, but they will have, in addition, two special facilities where they can gather and enjoy communication within an Indian group. There will be a special Indian Studies section of the library (for full development of which an application is to be made to the Donner Foundation) but, more importantly, there will be a comfortable coffee room adjacent to the suite

of tutorial and counselling rooms. This space is to be provided by the University of Calgary (6th floor, Education Tower), and will be staffed by counsellors and tutors from 9:00 a.m. to 9:00 p.m. Monday to Friday and at week-ends, as experience dictates.

Selection

Initial selection of students is to be made through the District Superintendents, Indian Affairs, working with the local Education Committees where they exist. Students should normally have at least some Grade XI subjects and, if possible, some Grade XII subjects. Preference should be given to those who are 23 years of age but promising younger students should not be discouraged from making application. Preference also will be given to successful teacher aides. Students still at school or who have recently left school will be encouraged to continue at school or college in order to acquire matriculation.

Applicants will be brought to the University of Calgary and will be interviewed by a team of members of the Steering Committee. Students will be given tests in vocabulary and in reading comprehension (University of Calgary Counselling Services) and in written composition. A University selection committee consisting of Professor Joel Birdwell (Student Counselling, University of Calgary), Mrs. Sollner (Indian Affairs), and Professor Evelyn Moore (Faculty of Education) will assess the reported results from application forms and references and from tests and from interviews and will inform the District Superintendents of the Faculty of Education decision on admissibility of the students. Selection from the list of admissible students will be made at the local level.

A limited number of out-of-province students will be admitted.

In addition, if funds can be found for their support a limited number of Metis students will be admitted.

Orientation

An orientation period of two weeks will precede the first day of lectures (September 5th) and will be administered by Mr. A. Karch of the Division of Continuing Education. Miss Vivian Ayoungman and Mr. Donald Pinay have been appointed co-directors and are engaged in the planning of the orientation workshop.

The Steering Committee has approved the following purposes for orientation sessions:

1. For students to become familiar with the campus locations -- lunch areas, lectures rooms, general offices, library, bookstore and parking areas.

2. For students to make residence choices and to settle into residences and married student housing, YWCA/YMCA, etc., where these are chosen.

3. For students to get practice in working in the library on card file, notes, bibliographies and search strategies.

4. For students to learn to know the lecturers, tutors and counsellors.

5. To weed out tutors who do not relate well to Indian students.

6. For students to become familiar with some of the leisure facilities of Calgary and to obtain orientation to city transport.

7. To set up the Indian student coffee room and arrange it as students wish.

8. To find out what kinds of tutoring students are likely to need, e.g. in essay writing, in reading for comprehension, in speech, in format of term papers or in note taking in lectures.

9. For students to find out about clubs, swimming pool and other services.

10. For students to learn the nature of university classes, tutorials and laboratories.

11. For students to share in planning their own programmes, both in the orientation period and for the University year.

12. Assessment of facility in native language.

13. To become familiar with living expenses in Calgary, budget, etc.

14. To introduce students to evaluation expectations.

Residence

Arrangements have been made for accommodation to be available on campus in student residences and married student housing (brochures are available) and where students wish to live off the campus University Housing services will assist students to locate appropriate accommodation. All students will be expected to spend the first eight days of the orientation period on campus either in residences or in married student housing.

Fees

Programme fees (see budget) will be paid to the University on a schedule acceptable to the Regional Office of Indian Affairs, Edmonton and/or to the granting agency. Special programme fees cannot be refunded during the course of a single term if the student is still registered on September 15th (closure date for change of registrations), or on the comparable date in January. Basic University fees are, of course, refundable on a set schedule.

Academic Standing

The University of Calgary operates on a five point grading scale, weighted as follows:

A	-	4
B	-	3
C	-	2
D	-	1
F	-	0

When a non-matriculated student has taken five courses his grade point average is computed. If he has achieved an average of 1.20 (i.e. four D's and a C) his matriculation is waived in t Faculty of Education. This recent modification of policy may be useful to non-matriculated Indian students as well as to others entering advanced study without matriculation.

Local Support Facilities

There have already developed in Calgary some organizations which could be expected to be of support to Indian students both socially and in their studies -- e.g. the Indian students' organization and the Indian speakers' series of campus meetings. On the other hand it is not anticipated that the voluntary student tutoring service will be of use to Indian students who will have more mature professional tutors available to them.

Special Courses

Some courses at the University are designed to be adapted to the needs of particular students and in particular courses in Education in the third year will be oriented to teaching in Indian schools and in integrated schools.

In addition, Indian students should be encouraged to use the options of their programmes to take courses of special value or interest to them. New courses, as in native languages, and teaching native languages may have to be created for this purpose. A budget item provides for this.

Summary of Special Characteristics of the Programme

1. The programme is one of intensive support for the student through counselling and tutoring.

2. It is designed to help the students in the regular teacher education programme leading to Alberta certification.

3. The use of programme options can lead to the incorporation of special courses, e.g. in native languages.

4. The field experiences of the programme will include extended periods spent in Indian schools (e.g. in student teaching in the third year).

5. The programme will be distinguished by Indian leadership in counselling situations and in the Steering Committee.

6. Although a common programme is set out for all students, each student must be treated as an individual and adjustments made in his programme as needed. So, too, there will be adjustments for small groups of students. This will be facilitated by weekly planning and discussion meetings for all students in addition to the regular tutorial sessions.

7. The programme is designed in relationship to the teacher aide programme. As teacher aides enter the University to obtain teacher certification, more teacher aides can be trained. A cycle of upward mobility is anticipated.

8. Finally, this programme is not to be thought of as rigidly predetermined but as one which will evolve in response to the expressed needs of Indian students and to insights that are developed through research and experience.

Programme Budget

For maximum of 50 students (excluding fees, books and maintenance):

(i)	Two part-time counsellors (one of whom must be Indian and one of whom should be seconded part-time without extra payment from Indian Affairs)	$ 5,000.00
(ii)	Two part-time student counsellors (both of whom should be Indian - one male, one female)	$ 5,000.00
(iii)	Part-time tutors	$ 10,000.00
(iv)	Orientation workshops	$ 2,000.00
(v)	Meetings; furnishing common room; contingencies	$ 2,500.00
(vi)	Special courses	$ 4,000.00
	Total =	$ 28,500.00
	Cost per student (if 50 students)	$ 570.00

After what will probably be a difficult first year, each student should need less assistance and the cost per student in senior years would be reduced to, say, $100 to $200 per student.

Final Note

A separate proposal for a continuing programme will be submitted by January, 1973, on the basis of the assessed needs of actual students.

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EMoore/jr

June 20, 1972.

SUPPLEMENT TO DEVELOPMENT AND EVALUATION PROPOSAL OF

JUNE 20TH, 1972

THE UNIVERSITY OF CALGARY

EVALUATION DESIGN PROPOSED FOR I.S.U.P.

(First Phase 1972-73)

It should be noted that the research funds allocated for 1972-73 will be devoted in part to the refinement of the design proposed and to the development of certain instruments for both short and long-term evaluation. The design proposal attached is not yet fully articulated, and it is one that it is deliberately intended should be refined and modified during the first phase of the operation of the programme.

The modified proposal can be expected by December 31st, 1972.

Evaluation of Selection Procedures

Three sources of information were used in assessing students for the programme:

a) local judgment within the five school districts in Alberta. /These judgments were variously made from, on the one hand, those predominantly by officers of Indian Affairs and, on the other hand, those predominantly by Indian leadership groups officially through the Education Committees/;

b) interviews by members of the Steering Committee;

c) cooperative College English test (one vocabulary and two reading comprehension scores).

The judgments of the Steering Committee were transmitted to the localities where some further negotiation on numbers to be sent took place.

The final judgment of the Steering Committee was in all cases accepted by the University in approving admissions.

Evaluation of selection procedures will be undertaken in at least four ways:

(i) By comparison of success rates of I.S.U.P. students with those of selected other groups on campus (all first year students in Education; all non-matriculated adults, etc.).

(ii) By comparison of drop-out rates between I.S.U.P. students and other groups on this campus and in other programmes for Indian students.

(iii) By correlation of I.S.U.P. academic results with those of the reading test scores.

(iv) By interpretation of anecdotal records of incidents (political, personal, etc.) in the selection process.

The analysis should allow some judgment to be made on the predictive value of procedures undertaken in 1972 and allow for recommendations for change where considered necessary. It is highly likely that follow-up research on modified selection procedures will be found necessary in subsequent years.

Evaluation of Orientation Workshop, August 21 - September 1

1. Each student will be asked* to keep a daily diary under the following headings:

a) What was good about today -- what did I learn and enjoy?

b) What was not good today?

c) If I were in charge what would I have changed?

Diaries will be analyzed by the evaluation assistant in consultation with the evaluation directors.

* All evaluations will be introduced by Indian counsellors who will stress that evaluation is designed to assess the programme not the individual.

2. A questionnaire will be administered twice, once at the termination of the orientation period and the second time at the end of the first University term when students are able to assess the utility of the orientation period in the light of the actual experiences of the University term.

3. The following tests of learning during the orientation period will in addition be administered at the end of the instruction sequences:

(i) Study skills test (U of C Student Counselling Programme).

(ii) Library resources location test.

(iii) Campus locations "treasure hunt" test.

4. Anecdotal records will be kept by counsellors and by tutors and by the resident full-time research associate who will act as participant observer while the students and spouses are in residence for the two week orientation period.

Evaluation of the Academic Year Programme

Evaluation of the academic year programme will be of two types:

a) formative (i.e. feedback used to modify the programme in progress, and

b) summative (i.e. assessment of the long-term effects of the completed programme).

Summative evaluation will begin only when the Indian students are teaching in schools, a minimum of three years' hence. Base-line data will be collected immediately on entry to the programme (e.g. Minnesota Teacher Attitude Inventory) and will be added to during the three year period (e.g. assessment of competence in native language, Flanders Inter-Action Analysis ratings on video-taped lesson sequences during student teaching, etc.). Such data will provide referents for

data to be accummulated during field observations of the students when graduated and in their own classrooms in both the first and later years of their professional careers. A detailed summative evaluation design will be developed and submitted on the next phase proposal.

Formative evaluation during the course of the first year will use information from the following sources:

1. assignment and examination results;
2. counselling statistics;
3. anecdotal records from diaries kept by all staff of the programme;
4. records of student views xpressed in weekly "town-meeting" of all students and staff;
5. records of formal interviews with all University faculty teaching University students;
6. responses to questionnaires administered to all students in the basic education course in which all Indian students will be registered.

It should be emphasized in conclusion that it is a prime function of the evaluation project to refine evaluation design and instruments during the first year of the operation. It is not assumed that existing instruments can be used without modification.

Reporting of Evaluation

1. It is anticipated that a formal and full report should be submitted by July 31st, 1973 to:

1) the Department of Indian Affairs & Northern Development

2) the Academic Policy Committee of The University of Calgary

2. Appropriately edited reports should be made available to Education Committees, Band Councils and other Indian organizations.

3. Both final and interim reports should be made available to the Steering Committee to guide it in the development of programme proposals for ensuing years.

EMoore/jr

July 27, 1972

APPENDIX "C"

INDIAN STUDENTS' UNIVERSITY PROGRAMME

INTERIM EVALUATION

A synopsis of data obtained from a questionnaire administered to students in mid-February, 1973, from tutors' and counsellors' reports and with recommendations on each of the special aspects of I.S.U.P.

1. Steering Committee. p2
2. Selection of Students p4
3. Orientation Programme p7
4. Tutorial Services p10
5. Counselling Services p16
6. The Academic Programme p18
7. The Indian Students' Common Room p20
8. The Students in I.S.U.P. p21
9. Questionnaires. . . . . p23 et seq.

Prepared by R.A. Ross

February 28, 1973

Two of the objectives of the I.S.U.P. programme are to provide an opportunity for Indian students to enroll at The University of Calgary with a waiving of usual admission requirements and with support services for those students who need them.

The first objective has been achieved as 41 Indian students have been admitted to The University of Calgary.

This evaluation, of a formative kind, examines the effectiveness of the support services, the orientation programme, tutorial and counselling services and facilities provided for Indian students to meet together on campus. It also examines two other special aspects of the programme, Indian control in the form of a steering committee and methods of selection of students for the programme.

The instruments used were a questionnaire administered to students on the last day of the orientation for their evaluation of the two week programme, a questionnaire administered to students in mid-February for their evaluation of all aspects of the programme, tutors' and counsellors' reports based on case studies of individual students and of the programme, and fortnightly reports from tutors in the form of a check list.

Steering Committee

Summary of students' evaluation from the Questionnaire.

Students' impressions of the Steering Committee show some ambivalence. There is an appreciation of the Committee's concern for and help to native students but there is some questioning of directions from a committee the students do not know. There is concern about lack of communication between the Committee and the student body.

Comments made by students offer ways of dealing with this by providing situations wherein the students can come to know Committee members better and understand reasons for decisions made by it. It is also suggested that the Committee could come to know more about the University, its courses and organizational structure in this way.

Tutors' suggestions on Steering Committee

The following is a summary including each tutor's suggestions.

The relationship of this Committee to the University needs analysis. Efforts should be made to assist members become more familiar with the University, and there should be more meetings of the Committee to make decisions which are rightfully theirs but which must be made in their absence.

Counsellor's suggestions on the Steering Committee (one counsellor's only)

Steering Committee meetings are necessary every month for the next five months; a well delineated programme management philosophy should be worked out.

Recommendations

1. That the Steering Committee consider the suggestion that the students would like to know its members better and look at their ideas of achieving this.

2. That students on the Steering Committee hold regular meetings with all I.S.U.P. students for clarifying issues and for making requests and proposals in a systematic way.
3. That the Steering Committee consider holding monthly meetings until all urgent policy decisions have been made.
4. That a well-delineated programme management policy should be set up (reasons are given for this in the section on tutorial services).
5. That meetings be open to the observation of I.S.U.P. students.

Selection

Students' evaluation based on the Questionnaire.

76% of the responses indicated that the way in which they were selected was satisfactory or better.

Summary of Counsellors' suggestions (one counsellor only)

There should be a unified selection requirement which makes the equivalence of grade 12 and a specified entrance test score mandatory for admission.

Summary of Tutors' suggestion

The following is a summary including each tutor's suggestions:

There is a general suggestion that there should be more careful screening of students. There are various suggestions about the use of tests which include academic skills tests, I.Q. tests, W.A.I.S and appropriate measures of "character".

Summary of findings in relevant literature

There is no certainty about the predictive value of scholastic aptitude tests for minority group students. There is some evidence to show academic skills tests may have some predictive value. There seems to be a widespread feeling that students with strong motivation are likely to succeed but there is no available measure of this. Large emphasis is placed on interview in selection, where selection panels are looking for attributes like motivation, independence, initiative, resourcefulness, originality, responsibility, leadership. Other factors considered are school grades, school records, family background, work experience, financial situations. Some committees have found the autobiography useful. Some suggest the use of peers in selection. One study found first semester results to be the best single predictor of later success.

Recommendations

1. That students selected for the programme have grade 12 equivalence wherever possible.
2. That the results of the College Cooperative English Test be taken into account.
3. That motivational aspects be assessed as carefully as possible, e.g. desire to come to the university, ability to persist with something once undertaken. Other factors which may be considered are independence, initiative, resourcefulness, originality, responsibility, leadership.
4. That school records, family background, work experience, financial situation be taken into account.
5. That financial situation and family situation be examined carefully to see if it is possible for the applicant to manage in Calgary.
6. That the selection committee has as much relevant information about the applicant as possible prior to interview. This could be gained from an information sheet, including an autobiography, returned by each applicant before interview.
7. That the Steering Committee discuss guidelines for selection with district committees.
8. That the student has full information about the programme before he arrives and is aware of difficulties he might encounter, e.g. financial accommodation.
9. That students from I.S.U.P. are available on the day of interview to answer applicants' questions about the programme and to acquaint applicants with the University campus, so that they will have a better idea of what they are coming to before they accept.

10. That a longer orientation period be used to show the student, by his performance, his chance of success at the university.

It is suggested that the last section of this report, Students in I.S.U.P., be read in conjunction with this section. The reasons for some of the recommendations will then be clearer.

The Orientation Programme

Summary of students' responses to Questionnaire

The majority of students see a need for a longer orientation which would include courses to upgrade academic skills together with a university credit course.

Reasons for this may be summarized from students' comments as follow:

a) students who have been away from school for some time need upgrading courses and help with academic skills;

b) students are often unaware of the amount and standard of writing required at a university;

c) the difference between high school and university expectations is misleading to some;

d) there is initial confusion about what is expected in writing term papers;

e) study habits take some time to establish or re-establish;

f) a university credit course during orientation would give a student the opportunity of seeing whether he is suited to university and of coming to know the university's expectations of its students;

g) students, after a long orientation period, may be able to take more than three subjects when they begin a full academic programme;

h) more informed guidance could be given about the number and type of courses to be taken.

Summary of Tutors' suggestions

The following is a summary including each tutor's suggestions. Orientation should be longer with more direction and more emphasi

on academic aspects. It should include upgrading courses in academic skills and the opportunity for support service personnel to get to know the students in an appropriate atmosphere from the beginning of the programme.

Summary of Counsellors' suggestions (one counsellor only)

There should be a course in note taking, essay writing and term preparation in the orientation course. Attendance at every session should be compulsory. The first meeting of students during orientation should explain the functions of all individuals and groups connected with the programme and list the students' responsibilities in the programme.

Summary of Findings in relevant literature

The literature shows that most orientation courses are at least six weeks long. There is some doubt that in that time it is possible to upgrade deficient academic skills. Criticisms of orientation programmes have been made on the ground that, in many instances, every student irrespective of his academic skills is treated alike. Courses given in orientation are usually upgrading courses in academic skills and courses which are designed to help the individual understand himself, his society and to adjust to university life.

First Interim Evaluation of Orientation

The students' initial evaluation showed that they believed the objectives set out by the Steering Committee had been achieved. Subsequent experience has shown that this is not so in some areas. Many students did not come to know lecturers and tutors in that time. There was little knowledge available at the end of the programme to show what kind of tutoring students were likely to need. It is doubtful that students had become sufficiently familiar with the nature of university classes, tutorials and laboratories. It is also doubtful if students had gained an understanding of evaluation expectations. Tutors' comments seem to indicate otherwise.

Social and familiarization objectives seem to have been fulfilled quite well and last year's programme provides a useful guide in these areas for subsequent orientations.

Recommendations

1. That the orientation programme be at least six weeks in length.
2. That last orientation act as a guideline for planning social and familiarization activities.
3. That substantial courses in study skills, library use, note taking, reading skills and preparation of term papers be given.
4. That a substantial course in English expression and composition be given (evidence for the need of 3 and 4 is presented in other parts of this document).
5. That courses in recommendations 3 and 4 be presented in a way that allows for different levels of student competence.
6. That a course in human relations and life skills administered on a small group basis be commenced and continued after orientation through the first academic year. (Evidence of the need for this is presented in the section of this document entitled "Students in I.S.U.P.")
7. That one half credit university course be taken.
8. That a record of the student's performance in all areas be kept as data to be used in counselling him about number and type of course he is able to manage and for guidance of tutors working with him.
9. That all support personnel be involved with the students from the beginning of orientation in their supportive capacity. That situations are structured so that students can get to know all these people as soon as possible.
10. That the first meeting of students during orientation explain the function of all individuals and groups connected with the programme and list the responsibilities of the students in the programme, including the expectation that they attend all classes if they wish to enter winter session

Tutorial Services

Summary of information obtained from Questionnaire administered to students

The majority of students recommend more assistance in the areas of English expression, writing term papers and study skills during the course.

The wide range of preferences in tutoring structure, tutor type and tutorial arrangement point to a tutorial system which will be as flexible as possible so that students may have the services of general and specialist tutors for group or individual tutorials and for those who require it, regular scheduled sessions with a tutor.

This indicates the need for a tutorial coordinator who would set up the structure and see that each need is met.

Summary of Tutors' suggestions

This summary includes suggestions from each tutor.

Tutorials should be predominantly on an individual basis conducted by a general tutor, with a flexibility of organization that allows for specialist tutor where required and for scheduled and "drop in" tutorials according to the student's needs. Students should be encouraged to attend regular scheduled tutorials to gain full benefit from the tutorial system. Attention to organization for such a system is necessary.

Counsellor's suggestions (one counsellor only).

Tutors' services should be available when the students need them.

Analysis of the Functioning of I.S.U.P. Tutorial System

Because almost half the students made little use of the tutorial services the following analysis attempts to look for reasons.

Summary of Tutors' suggestions

The following is a summary including each tutor's suggestions.

There is concern about poor attendance at tutorials, lack of an overall

plan and organization of supportive services, the initial arbitrary allocation of students to tutors and lack of opportunity to get to know students in a relaxed academic setting before tutorials began, the frustration tutors felt when no students appeared for tutorials, tutor's uncertainty about what was expected of him, the development of the idea of tutor-student personality clash with little attempt to clarify this problem, the amount of counselling tutors found themselves doing, and the need for feedback from counsellors on students' academic needs.

I.S.U.P. Counsellor's suggestions

There should be a well delineated programme management philosophy. There should be a full-time director responsible for administrative duties of overall programme structure.

University Counsellor's suggestion

A helping skills development programme for counsellors and tutors.

Students' Response to the Questionnaire

Student comments on reasons for attending tutorials show that they received help in understanding subject matter, clarifying ideas, writing term papers and with English expression.

Students' comments on reasons for not attending tutorials show that some preferred to manage for themselves, some had difficulty finding baby-sitters, some found tutor's personality in conflict with their's and some resented compulsory tutorials.

Other Evidence

An analysis of student results and tutorial attendance showed that most students who attended tutorials performed better in their end of term examinations than those who did not.

An analysis of the responses of students, who said they did not attend tutorials, on the questionnaire items which asked if they needed more assistance with study skills, writing term papers and English expression, showed that the majority elected for more or much more assistance in all these areas. This indicates they recognize the need for such help.

Some suggested reasons why students did not attend tutorials

1. Because there was no precedent on which to base planning procedure and approach, everyone involved in the programme was uncertain of appropriate direction.
2. There had not been sufficient opportunity to make clear to students their obligations in the programme, i.e. attendance at tutorials, before they accepted a place in it.
3. Students were not aware of many of the problems they would have to face, e.g. financial and accommodation problems, marital and baby care difficulties, etc., before they accepted for the programme. These problems interfered not only with tutorial attendance but also with attendance at lectures.
4. There was not sufficient time for students to get to know tutors before tutorials began.
5. This led to an arbitrary allocation of students to tutors, which was unacceptable to both in a number of cases. It resulted in an unfortunate beginning and provided a welcome excuse for some students.
6. The compulsory aspect of tutorials irked some students. This relates back to reason number two. If students had understood expectations of them before they accepted this problem may have been less acute. Another understandable reaction from some students was that they should not be treated differently from

other students on campus. This attitude comes out in answers to parts of the questionnaire. Some students did not want different courses for I.S.U.P. because "we don't want to segregate ourselves at the university too" and "we don't want to downgrade ourselves". Students should be fully aware of the special aspects of I.S.U.P. and the reasons for these before they arrive.

7. Changes of procedure from what appeared to be scheduled compulsory weekly meetings to "drop in" tutorials were vague leaving students unsure of expectations, e.g. some students in answering why they did not attend tutorials said they objected to compulsion and they could not get on with the tutor they had been placed with. The change of policy had occurred three months before students answered the questionnaire.

8. Expectations of some students and some tutors were far apart. Some conscientious tutors, eager to assist students and seeing their academic deficiencies, probably conveyed their anxiety to some of these students.

9. Some students were probably too timid to appear for tutorials and needed help to get there. This problem would be largely overcome if there were sufficient time before term for students to get to know tutors and select the one they were at ease with for tutorials.

10. Some students were badly selected and no amount of encouragement, help and planning would result in regular attendance at tutorials or success in examinations for them.

11. Some students, for any of a large number of reasons, became so far behind in their courses that they avoided going to tutors -- this at a time when they needed help most.

Recommendations

1. That a clear policy on supportive services, including tutorials, be handed down by the Steering Committee to the director.
2. That there be a full-time director who has sufficient time to set up an administrative structure to implement this policy.
3. That the director with tutors, counsellors, members of faculty and students, acting as a team, arrive at this structure.
4. That this structure clearly shows the duties of everyone in the programme -- tutors, counsellors, faculty members and students.
5. That lines of communication within this structure are clearly defined and means provided to keep these lines open.
6. That applicants for I.S.U.P. should understand the Steering Committee's policy or supportive services, and undertake to abide by this policy before they accept a place in the programme.
7. That applicants be informed of any other differences in I.S.U.P. from the usual Faculty of Education programme and that reasons for these differences are given.
8. That applicants be informed of factors which may interfere with the meeting of their obligations to the programme, e.g. financial factors, family obligations, possible marital difficulties.
9. That in planning orientation provision be made for tutors to meet students in an informal academic atmosphere.
10. That students, having had sufficient time to get to know tutors, should select the tutor they think can help them best.
11. That in setting up a tutorial structure provision be made for individual tutorials with general tutors but with students having access to specialist tutors when required.

That provision also be made for regular scheduled tutorials and for tutorials on "a drop in" basis.

12. That information from orientation, test results and class performance, should be available to the tutor to help him assess the student's needs.

13. That any tutor coming new to the programme take a helping skills course with the University counselling service.

14. That tutors have proper facilities for individual tutorials, preferably located near Red Lodge.

15. That the Steering Committee give some thought to the desirability and possibility of setting up a training programme for interested I.S.U.P. students in tutoring and para-professional counselling.

Counselling Services

Summary of Students' Evaluation based on Questionnaire Responses

The majority of students find the counselling service satisfactory or better. Over 50% of the student body use it regularly. Student comments indicate that some students see the need for a special room so that counselling can be done in private when necessary.

Summary of Counsellors' Suggestions on a Counselling Service

There should be one full-time counsellor (Indian) who is fully qualified and who has been through the university system recently. The Indian Affairs counsellor should continue in her present role. There should be more liaison with the University counselling staff. There should be a helping skills programme for untrained counsellors.

Summary of Tutors' Suggestions on Counselling Service

There should be one full-time qualified counsellor with provision of an office which ensures privacy. A closer communication between counsellor and tutor would help tutors to be aware of academic difficulties students are having.

Recommendations

1. That the informality of contact between counsellors and students in Red Lodge should continue. The students have found this satisfactory and have used the service well.
2. That special facilities be made available to allow private counselling where necessary.
3. That a full-time, qualified native counsellor be appointed to the programme.
4. That if such an appointment is not possible, closer liaison with the University counselling service be sought in the form of regular attendance of some University counsellors at I.S.U.P. staff meetings.

5. That if student counsellors are used an approach to the University counselling service be made to provide a helping skills development programme for them.
6. That the Indian Affairs counsellor continue to be responsible for sponsorship details, programme reports, progress reporting, liaison between students, and agencies and the paper work required for student maintenance.
7. That thought be given to providing counselling services to whole families where this is necessary (see section on students in I.S.U.P.).

The Academic Programme

Students' Opinions and Evaluation gained from Questionnaire

There is a general feeling that courses meet the purpose of becoming a teacher but that there should be modification or options to meet I.S.U.P. students' needs. Some suggestions are for more practical experiences with Indian children, courses which assist in teaching on a reservation, and a course on teaching English as a second language. There is some fear expressed that too much deviation from the usual programme may be harmful to the image of the Indian student.

80% of the group think that students should not take a full number of first term courses. 44% of these would restrict the programme to three courses.

68% would make the number of courses taken in second term conditional on first term's performance.

96% want students to be allowed free selection of subjects.

Tutors' Suggestions on Academic Programme

I.S.U.P. students should be allowed choice of subjects with counselling to help them make a choice. Anthropology does not suit all students. Speech and Interaction are difficult for some Indian students. Students should be encouraged to take a course in English composition.

Recommendations

1. That students be counselled on the number and choice of courses to be taken in the first academic term.
2. That this counselling be based on performances in orientation courses.
3. That the final choice of courses should be left with the student.
4. That course options should be developed to meet the needs of students preparing to teach Indian children.

5. That more communication be established with faculty members and with the professors teaching the courses.

The Indian Students' Common Room Red Lodge

Students' Opinion on Red Lodge as shown by Questionnaire

A large proportion of I.S.U.P. students visit Red Lodge frequently and find it of value to them. A small group is worried about the isolation of Indian students from other students and some students' dependency on Red Lodge.

Summary of Counsellors' Suggestions about Red Lodge

That a student programme committee be appointed during the first week of school to operate Red Lodge. That S.I.P. at University of Calgary be approached to establish a Friendship Committee or a discussion group to meet regularly with I.S.U.P.

Summary of Tutors' Suggestions about Red Lodge

There are two main opinions expressed. That Red Lodge segregates students from the rest of the student body and makes them over-dependent. That it provides a secure situation for Indian students in first year and therefore should be retained.

Recommendations

1. That Red Lodge continue as an Indian Common Room.
2. That steps be taken to encourage Indian - non-Indian interaction e.g. approach to S.I.P. at University to set up a discussion group to meet regularly with I.S.U.P. students.
3. That a student programme committee be appointed during the first week of school to operate Red Lodge.

The Students in I.S.U.P.

Factors which appear to affect academic success

The following is a summary taken from students' comments in the questionnaire, tutors' and counsellors' comments.

Poor academic skills, poor English expression (55% of the group were identified by tutors as having marked difficulty in this area); difficulty in understanding and meeting the requirements of university courses; being directed into courses for which some were not suited; motivational problems as shown by lack of interest and persistence; organizational and time difficulties; personal problems, arising out of marital situations, alcohol, emotional involvements, accommodation and financial difficulties, and poor attendance at classes and tutorials.

The University counsellor commenting on the problems students faced said "many of the problems observed were difficulties which accompanied students to campus. Some were very severe and of long duration".

Recommendations

Recommendations which cover most of these areas are made in other sections of this document.

The human relations and life skills course conducted in small groups recommended for the orientation period and continuing into first year is aimed at helping students to live successfully in Calgary, developing skills in financial management, adjusting to university life, etc. Most of all it would aim at mutual help which gives support in meeting problems, getting to classes and tutorials, etc.

The courses in academic and study skills and English expression and communication proposed for orientation should help meet most of the academic difficulties listed above.

Other recommendations made elsewhere which are related to factors influencing success are that students be given choice of courses with careful counselling, that applicants be given full information about the programme and their obligations to it before they accept.

Other Recommendations

1. That counselling extend to the whole family where this is necessary in the case of married students.
2. That selection screen out those students with very severe problems of long duration for their own sake and for the sake of other students who might have their place in the programme. Brief experience in this programme shows that such students have a very limited chance of succeeding in the complex university system.
3. That a class through Continuing Education at the University be offered for wives of I.S.U.P. students.
4. That significant and continuing observation and practical experience with Indian children be provided.

One of the problems repeatedly mentioned is motivation. The long-term goal of a B.Ed. is remote for some students. Action-based immediate goals can be provided in a meaningful, carefully graded interaction with children, particularly if this can be linked with university courses.

R.A. Ross

February 28, 1973/jr

I.S.U.P.

STUDENTS' EVALUATION OF THE PROGRAMME

This questionnaire will take you about 30 minutes to complete.

As you read it you will recognize that it is designed to gain your assessment of all aspects of I.S.U.P. This is so that your opinions can be taken into account in planning future programmes. It is largely the feedback from you that allows us to be aware of and so avoid mistakes which have been made, and to make improvements.

Would you please put as much thought as possible into writing your assessments and get them back to Pauline as soon as possible so that we can let the Steering Committee know what you are thinking at their next meeting.

I.S.U.P.

Please help us to improve the programme for future students by answering in as much detail as possible.

Academic Programme

Items 1 - 7. Using your experience of I.S.U.P. please rate in comparison to your programme what you would recommend for the incoming I.S.U.P. students by placing a circle around the appropriate words.

1) Assistance with English expression and composition before starting University courses.

/ None / less / the same as I had / more / much more /

Comments: _____

_____

2) Assistance with study skills before starting University courses.

/ None / less / the same as I had / more / much more /

Comments: _____

_____

3) Assistance with writing term papers before starting University courses.

/ None / less / the same as I had / more / much more /

Comments: _____

_____

4) Assistance with English expression and composition while doing courses.

/ None / less / same as I had / more / much more /

Comments: _____

_____

5) Assistance with writing term papers while doing University courses.

/ / / / /
None less same more much more

Comments: _____

_____

6) Assistance with study skills while doing courses.

/ / / / /
None less same as I had more much more

Comments: _____

_____

7) Assistance from specialists in courses taken, e.g. speech, anthropology, etc.

/ / / / /
None less same as I had more much more

Comments: _____

_____

8) The first year programme helps meet the I.S.U.P. students purpose of becoming teachers.

/ / / / /
Very poorly poorly moderately well very well

Comments: _____

_____

9) Courses and content of courses should be specially designed for I.S.U.P.

/ / /
Not at all partly completely

Comments: _____

_____

10) Write down the number of courses an I.S.U.P. student should be allowed to take in the first term of the programme _____

11) Should the number of courses taken in the second term of the programme be determined by the student's grade level in first term? Yes _____ No _____

12) Should there be free selection of courses by students in I.S.U.P. in their first term wherever this is possible? Yes _____ No _____

13) If you were organizing the academic programme for I.S.U.P. what changes would you make?

_____

_____

_____

_____

_____

_____

Counselling

For items 14 - 19 please make a circle around the appropriate word.

14) What do you feel about help given with personal problems?

/ Very poor / rather poor / satisfactory / good / excellent /

Comments: _____

_____

_____

15) What do you feel about assistance given in personal financial management?

/ Very poor / rather poor / satisfactory / good / excellent /

Comments: _____

_____

_____

.o) What do you feel about help given to become involved in sporting and social activities?

/ / / / /
Very poor rather poor satisfactory good excellent

Comments: _____

_____

_____

17) How often have you asked assistance from counsellors? (Pauline, Sue, Don, Linda, Joel)

/ / / / /
Never rarely often very often continually

18) Should I.S.U.P. continue with its counselling programme? Yes _____

No _____

19) If you were helping plan the counselling programme what changes would you make?

_____

_____

_____

_____

_____

_____

Tutoring

20) If you were helping to plan next year's tutorial programme what changes would you make?

_____

_____

_____

_____

_____

_____

21) Do you attend tutorials regularly? Yes _____

No _____

22) Please try to list reasons for attendance or non-attendance at tutorials.

_____

_____

_____

_____

_____

_____

23) Place a tick beside your preference of tutoring structure.

a) group tutorials _____
b) individual tutorials _____
c) combination of the two above _____

24) Place a tick beside your preference of tutor type.

a) subject specialist _____
b) general tutor _____
c) a combination of the two above _____

25) Place a tick beside the tutorial arrangement you would prefer.

a) regular scheduled tutorials _____
b) visits to tutors when you need help _____
c) a combination of the two above _____

26) Should I.S.U.P. continue with a tutoring programme? Yes _____

No _____

Comments: _____

_____

_____

_____

Red Lodge

27) How often do you visit Red Lodge?

/ Never / rarely / often / very often / continually

28) What value has Red Lodge been to you?

/ Very little / little / average / much / very much

Comments and suggestions: _____

_____

_____

_____

_____

Steering Committee

29) Please write a paragraph on your impression of the Steering Committee.

_____

_____

_____

_____

_____

_____

_____

Selection for Programme

30) What do you feel about the way in which you were selected for I.S.U.P.? Place a circle around the appropriate words.

/ Very poor / rather poor / satisfactory / good / excellent

. . . Comments (over)

Comments: _____

_____

_____

_____

Orientation

31) Should the orientation period be longer to include -

a) a more intensive course in reading skills — Yes _____ No _____

b) a more intensive course in study skills — Yes _____ No _____

c) more micro-lab work — Yes _____ No _____

d) more practice in writing term papers — Yes _____ No _____

e) a university credit course in conjunction with any of the above — Yes _____ No _____

Comments: _____

_____

_____

_____

32) The length of the orientation period should be:-

/ One week / two weeks / three weeks / four weeks / longer

General

33) List the things which have produced greatest difficulty for you in university life.

_____

_____

_____

34) List the things which have been most satisfying for you in university life.

_____

_____

_____

_____

- - - - - - - - - - - - - - -

January 26, 1973

RARoss/jr

CHECK LIST

NAME _____ Date _____

Check where appropriate and specify where you think this would be useful.

Receptive Areas

1. Does the student have marked success or difficulty in -

A. Lectures

i) note taking: marked success ___ specify _____

difficulty ___ specify _____

ii) comprehension: marked success ___ specify _____

difficulty ___ specify _____

Further comments: _____

_____

_____

B. Use of text books -

i) speed of reading: marked success ___ specify _____

difficulty ___ specify _____

ii) comprehension: marked success ___ specify _____

difficulty ___ specify _____

Further comments: _____

_____

_____

C. Library

i) finding material: marked success ___ specify _____

difficulty ___ specify _____

ii) selecting relevant material:

marked success ___ specify _____

difficulty ___ specify _____

Further comments: _____

_____

_____

2. Check what method of learning and comprehending appears easiest for the student.

i) lecture _____

ii) reading _____

iii) discussion _____

Further comments: _____

_____

_____

Interpretive and Expressive Areas

Does the student have difficulty in success in -

A. i) English expression: marked success ____ specify _____

difficulty ____ specify _____

ii) formal setting out e.g. documentation: marked success ____ specify _____

difficulty ____ specify _____

iii) overall development and form: marked success ____ specify _____

difficulty ____ specify _____

iv) relating ideas: marked success ____ specify _____

difficulty ____ specify _____

v) showing understanding: marked success ____ specify _____

difficulty ____ specify _____

vi) using references: marked success ____ specify _____

difficulty ____ specify _____

vii) having work in on time: marked success ____ specify _____

difficulty ____ specify _____

Further comments: _____

B. Written examinations:

i) English expression: marked success ____ specify _____
difficulty ____ specify _____

ii) overall development and form: marked success ____ specify _____
difficulty ____ specify _____

iii) relating ideas: marked success ____ specify _____
difficulty ____ specify _____

iv) showing understanding: marked success ____ specify _____
difficulty ____ specify _____

v) dealing with time factor: marked success ____ specify _____
difficulty ____ specify _____

Attitude to lectures and courses

Comments: _____

_____

_____

_____

Tutorial Participation

Does student have marked difficulty or success in:

i) participation in discussion:

marked success ____ specify _____
difficulty ____ specify _____

ii) easiness in the group:

marked success ____ specify _____
difficulty ____ specify _____

iii) making relevant contribution:

marked success ____ specify _____
difficulty ____ specify _____

A complete record of attendance at tutorials.

I.S.U.P. PROGRAMME

For evaluation purposes

Tutors - Guidelines only

1. Statement of major general difficulties encountered by students - academic and personal.

2. Case study of each student (where possible) showing diagnosis of success or failure (names not required).

3. Case study of tutorial system and the direction of development - reasons for this - assessment of the structure and system.

4. Tutors' recommendations about tutorial system in terms of

   a) organization (group tutorials, individual tutorials; a combination of both);
   b) special areas for tutoring, e.g. English expression and composition;
   c) type of tutor(general, specialist; a combination of both);
   d) type of person best suited to be a tutor;
   e) timetabling of tutorials, e.g. regular scheduled or "drop in when help needed" basis;
   f) compulsory or not compulsory tutorials;
   g) any other recommendations.

5. Views on most effective tutoring technique for I.S.U.P. students.

6. Tutors' assessment of and recommendations about -

   a) orientation programme
   b) selection of students
   c) the counselling programme
   d) the Steering Committee
   e) Red Lodge
   f) academic programme
   g) any other recommendations

RARoss/jr

January 25, 1973

Appendix "D"

Analysis of Final Examination Data

Data on 36 students in the I.S.U.P., collected up to Christmas has been analyzed and reported in the Interim Evaluation, March 1973. Additional information, in the form of final grades, tutors ratings of attendance at tutorials and last year's orientation programme attendance, are to be analyzed in this section. There are 35 students in this part of the study to be reported on; 34 of these were in the study previously reported on. In addition, information on the one student in Social Welfare also became available. Parts of the analysis are based on fewer than 35. Missing data problems will be indicated in the report. The final grade point distribution, based on half courses, plus a listing of grade point averages for students in the undergraduate programme in Education at The University of Calgary for the years 1968 to 1972, are displayed in Table 1. The percentages of grade distribution for Education students as a whole, and the grade point averages later reported, are from the O.I.R. report No. 86.

TABLE I

Grade Point Distribution

	I.S.U.P.		Percentages, Education Undergraduate			
	Grades	Percentages	1968/69	1969/70	1970/71	1971/72
A	3	1.4	15	16	17	19
B	31	14.4	41	40	46	45
C	46	21.3	32	31	28	27
D	68	31.5	8	7	6	6
F	68	31.5	2	4	4	3

The mean grade point average for the students in this study is 1.20. The mean grade point averages for undergraduate students in the Faculty of Education for the years 1967/68 to 1971/72 were 2.56, 2.50, 2.57, 2.67, and 2.70 respectively. An estimated average for first year students is 2.46. This is based on histogram values. We can see that the grade point average for students in I.S.U.P. is considerably lower than the grade point averages for undergraduates in the Education Faculty. Comparing the I.S.U.P. students with other Faculties would be misleading, even though the above conclusion would hold. It should also be noted that the grade distribution for students in the years 1967 to 1972 was negatively skewed, more A and B's, whereas this trend was reversed for the I.S.U.P. students. The scoring for grade point averages is based on A-4, B-3, C-2, D-1, F-0. A grade point average of 2.0 is required for certification and for graduation. The standard deviation of the grade point averages is .70.

Table 2 displays the inter-relationship between mid-term and final grades to the following variables: vocabulary, levels of comprehension, speed of comprehension, study habits, tutors ratings of attendance at tutorials (no attendance 1, 2, 3, 4, 5, full attendance), attendance at the orientation programme (low-0, high-1). The number in parenthesis indicates the number of students without missing data.

TABLE II

Correlation Coefficients

	Vocab.	Level of comp.	Speed of comp.	Study habits	Tutors' ratings	Orient. prog.
Average est. mid-term grades	.11(33)	.20(33)	.28(33)	.23(27)	.51	.27(25)
Average final grade	.00(33)	.05(33)	-.03(33)	.20(25)	.66	.32(25)

The correlation coefficient between estimated mid-term grades and the final grade point average equals .74. It has to be kept in mind that this coefficient is obviously high since final grades include the mid-term grades.

Perusal of Table II indicates that vocabulary, level of comprehension and speed of comprehension as established by the Cooperative College English Tests have no predictive value for the final grade point averages. Of interest is that the study habits test seems to keep its predictive power, even though this power is small. Such stability should be encouragement enough to further development of the study habit part of the programme.

Of interest is also the fact that the correlation between student estimated attendance at the tutor sessions and to a lesser degree at the orientation programme correlated highly (.66 and .32) with the final marks. It indicates that students were able to gain information from tutors which helped them in their programme. Additionaly, it showed that these better students judged attendance at tutorials of value. With a prolonged orientation programme information collected will be of more value, this especially so since students will be graded in their credit course taken in the six week orientation programme of the summer of 1973.

Because of the lack of predictive value of the Coop tests it would seem necessary to include different tests for I.S.U.P. students. Persons in charge of the orientation programme should be encouraged to experiment with a variety of methods and tests to allow the development of a battery of tests for future years. At present it must be accepted that it is unwise to exclude a student on the basis of these tests.

Although the distribution of students' marks, if we eliminated students with grade point averages below 2.0 for the study, would be closer to the reported one for all first year students, we must acknowledge that only two students would fall above the average mark for first year students. Eight students are known to have dropped out of the programme, some with very low grade point averages. Three have been asked to withdraw for at least a year. For the 30 expected to return the grade point average is 1.37. Clearly, the help of tutors and counsellors is needed for these students for an additional period of time.

W.W. Zwirner/jr

July 16, 1973

APPENDIX "E"

INDIAN STUDENTS' UNIVERSITY PROGRAMME

REPORT OF PARTICIPANT OBSERVER

1972/73

Student choice in courses and career. . . p1

Need for survey of career potential . . . p3

Need for curriculum research. p4

Indian control and and staffing p6

Certain desirable characteristics in tutors p8

Recommendations p10

This is a brief report which takes the form of personal impression rather than objective account. Detailed observation on the major aspects of I.S.U.P. is included in the interim evaluation report and is not repeated here.

Because of the subjective nature of this report, I would prefer that it should not be regarded as an official document.

R.A. Ross
April 15, 1973

A COMPARISON OF ISUP WITH SOME SIMILAR NATIVE PROGRAMMES IN CANADA

The following comparison is based on observations made of ITEP and the Indian and Northern Education Programme at the University of Saskatchewan, conversation with Walter Currie, together with literature on the Department of Native Studies at Trent University, and written communication with Dr. Halamandaris about IMPACTE at Brandon University.

While ISUP has many features in common with ITEP and IMPACTE (e.g., Indian direction, provision of supportive services, native participation in selection of students), it appears to be somewhat different in purpose. These programmes have as their aim the preparation of teachers for native children. This, too, is one of the aims of ISUP. However, students in ISUP can enter faculties other than Education and are able to transfer from the Faculty of Education to other faculties if they find teaching does not suit them or that they have stronger interests other than teaching. Furthermore, because they follow the same pattern of courses in the Faculty of Education as other students, they are able to prepare to teach in any area of the Alberta education system that they elect. Such an arrangement gives flexibility and provides the student with a wide range of choice.

While this freedom of choice may appear to cut across one of the objectives of the programme--the preparation of native teachers for native children--it has many advantages. The false economy of holding people who are unsuited to teaching in the teaching service is evident in almost every education system. With the above arrangement, the student is not

cut off from an academic education if he finds teaching does not suit him. If students elect to prepare to teach other than Indian children, this may have a valuable outcome for native people. The understanding of natives and native culture which Indian teachers may produce in non-Indian schools could have a widespread effect on the general attitude to Indians.

Similar to other programmes, ISUP is developing courses which will prepare the student, if he so wishes, to specialize in the teaching of native peoples. At the same time, a student electing to specialize in this way will still come into contact with a broad front of university education spread over arts, science, fine arts, physical education, and education. He has the opportunity of seeing native education within the framework of Canadian education. Such breadth of view is essential. Any narrowly-specialized preparation for the teaching of small cultural groups is no longer appropriate, if indeed it ever was. A teacher of native people, as I see it, needs, above all else, to be an enquiring, adaptable person who has the knowledge and technique to foster native strengths and to help people bridge the gap between native and western culture. This means a knowledge of both cultures. ISUP students, who follow a course pattern which is the same as that of all students in the Faculty of Education, and which takes them out of a totally Indian group into contact with a wide range of students and disciplines, have a good chance of gaining the understanding and versatility mentioned above. ISUP seems more likely to achieve this than programmes which keep their students together as a special group with emphasis on special courses.

ISUP IN THE FUTURE

As education of native people improves, and there is much evidence

to show that it is improving, more Indian students will come to the university through the normal high school channels. While there will still be a large number of students of university potential who drop out of school for some time to come, it is likely that the number of students entering university through ISUP will decrease. If this is the case, the future direction of ISUP should be examined.

In the first place, it would seem advisable to make a survey of the number of students who will be likely to need ISUP in its present form in the future. This may reveal the need to set up a recruitment programme over the next few years.

It is possible that, within the next ten years or so, ISUP as it now functions will not be appropriate to the needs of Indian students.

A profitable direction for change would be the development of a programme, within the Faculty of Education, specializing in Indian education for any student who wished to take it. ISUP would then become a central resource area of ongoing research and in the provision of training in educational services for Indians. It could further develop its role by becoming an Indian cultural center in the University.

No doubt some supportive services will be needed for Indian students in the future, but not on the present scale.

It is worth repeating that a survey of needs and trends should be carried out as soon as possible so that planning of direction can be realistic.

AREAS OF RESEARCH

In addition to the planning research already mentioned, there is immediate need for research in the following areas so that special train-

ing can be given to those students who elect to teach native people.

Curriculum Development

The development of appropriate courses should be based on an extensive interaction with native people to discover their needs in education. This means a close study of ways of gaining cooperation in this research endeavor.

The following are possible areas of development:

(1) Native Studies - a native cultural center could be developed in association with this.

(2) Native language.

(3) Curriculum adaptation in all subject fields.

(4) Administration in Indian schools.

(5) Community development and recreation.

(6) Teaching English as a second language.

The importance of student field studies in the collection of data for these areas is worth considering.

The Nature and Needs of Native People--Particularly Native School Children

There is little information available on the lifestyle and the cognitive style of the Indian child. It is difficult for a non-Indian to carry out a research programme which provides knowledge in these areas. The difficulties stem from the problems of communication and cooperation. Some thought might be given to training some interested ISUP students in the appropriate areas of research. Much valuable data could be gained during student field studies and practical experiences in the school.

The ISUP students on the curriculum committee have shown that they can provide valuable guidance on the direction of research and

planning. The block to further planning has been lack of necessary data. With a research team to feed in the necessary findings on curriculum needs and about the Indian child, planning could go ahead apace.

Preschool Education

This is an area of development which I see as very important. Negative attitudes and habits established in the preschool years make it difficult for the child to come to grips with formal schooling. An unstimulating environment in these years can also place severe limits on his future development.

Hence, I would suggest liaison with education districts on preschool education and the development of expertise which could prepare personnel to work in this area. This would be much more than preparation to work with preschool children. One of its most important aspects would be training to work with those most closely associated with the preschool child to ensure the provision of the richest possible environment for him in his own culture. This implies that such people have an understanding of this culture and a high degree of proficiency in its spoken language.

Adult Education

Consideration should be given to the development of a programme in this area. A number of ISUP students have expressed the desire to work in the education of adult native people. Cooperation on this with the School of Social Welfare seems desirable.

Graduate Studies

Initial planning for setting up a graduate studies programme in Indian Education should begin at this point. A valuable guide in this area is the graduate studies programme of Indian and Northern Education,

University of Saskatchewan.

In-Service Education of Teachers

Thought should be given to the development of in-service programmes for teachers who are teaching Indians. Such programmes could be developed in conjunction with the establishment of the courses mentioned above.

INDIAN CONTROL AND ISUP

Indian control appears to have had these positive outcomes. Most students seem to be reassured by a steering committee which is concerned for their welfare. After some initial resentment because the committee was then an "unknown," there has been a change in attitude as students became aware of the actions the committee was taking on their behalf.

An Indian coordinator and two Indian student counsellors have provided a bridge of understanding for many students to the university world.

Mrs. Dempsey's "low-key" policy as coordinator, accompanied by personal help to students and infinite patience, I regard as largely responsible for the continuing presence of a large percentage of ISUP students. A more pressured approach, particularly in the initial stages, may have resulted in a high dropout rate. It takes an exceptional person to continue with this approach in the face of pressures from many sides because of the urgency of upgrading academic skills and meeting university examination requirements. It is likely that only an Indian person would understand the great difference between the Indian way of life and university life and, from this, recognize that the first and fundamental thing is to keep the student in attendance at the university. There is a calculated risk in this because, in providing the conditions which are

initially tolerable for some students, they may not be sufficiently prepared to meet academic requirements. This should not alter the policy of an initial "low-key" approach but rather indicate that students should not lose programme support at the end of the first year unless the circumstances are exceptional.

The support services provided by Mr. Pinay and Miss Lock, as student counsellors, supplemented Mrs. Dempsey's policy very well. It should be kept in mind, when enlisting student aid, that this places a great demand on their time and emotions. This should not jeopardize their chance of academic success. The burden will not fall so heavily on a few in the future, because experienced ISUP students will automatically provide a link for new students with many aspects of the university.

Where students can provide support services and act on planning committees without this interfering with their chance of academic success, this should be done. Work done by students on various committees this year provides evidence of the contribution they have to make.

SUPPORT PERSONNEL

Because of the Indians' experience at school, particularly that in certain types of residential school, there is often a complete block set up when a person adopts the role of schoolteacher. Indian students generally seem to appreciate an informal approach and appear to get on well with someone near their own age in the learning situation. There seems to be a general reaction against being pushed and a withdrawal from the situation which conveys urgency and anxiety. There is usually a positive reaction to a person who has an understanding of Indian history and background. To know people they know, to share interests they have,

and to do things that they do seems to provide a sound personal link. Such a link appears to be fundamental to the acceptance of the person and what he has to give as a tutor. There are few Indian students I have met who can accept a person for his academic skills only.

Since it is important to have most students use tutorial services if they are to succeed, it is necessary for them to be able to come to know and accept the tutor as a person and see the benefit of the help available.

SUCCESS OTHER THAN ACADEMIC

It is my impression that most Indian students have formed a strong attachment to some aspect of university life.

Red Lodge, the student common room with adjoining counsellors' office, has played a large part in this. It has provided a feeling of security as a place which was known, where friendships could be developed and problems shared. It also provided an organizational point from which students could branch out into other university activities, e.g., sports, meetings, arranging panel presentations. Most students now seem to be quite "at home" at the university. This has been evidenced by the way in which many of them greeted this year's applicants for ISUP and confidently introduced them to the campus. It has also been shown by the number of students who have participated in public discussions and sporting activities.

It should be noted that, at the end of the first year, there are 33* students still in attendance and who are examples to Indian

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*In May, 1973, the Steering Committee advised three students with very low grades to withdraw for a year, so the total continuing is 30 students from an original 41.

children of the possibility of this happening for them. This is one very strong justification for this programme.

One of the strongest points of this programme is that it brings together people, most of whom have a warmth, friendship, and cooperation which permeates the group and which is support against some of the more pressing and competitive aspects of the university. The numerous social functions organized within this group have played a large part in enhancing these characteristics and in helping students meet the unfamiliar and rigorous demands of the university.

SOME GENERAL COMMENTS

Much has been learnt in the first year of operation which will help with future success. Changes based on this are already being implemented. Of these, the longer orientation is of great importance and should go a long way to offsetting many of the problems which occurred.

The intense involvement of programme staff has been an outstanding feature. This has, no doubt, played a large part in successes achieved. On occasion, the intensity of the involvement has stood in the way of seeing things clearly. This is one of the understandings gained by those who have worked with the programme.

While I am sure there will be no less involvement of staff next year, it will be tempered by restraint born from an awareness of the difference of the Indian students' past experience and the expectation of university life. This calls for patience and special expertise to help the student make and cope with the necessary changes.

RECOMMENDATIONS ARISING FROM THE ABOVE OBSERVATIONS

(1) That a survey be made of the number of students likely to need ISUP support in its present form in the future, and with this as a basis, the steering committee examine the future direction of ISUP.

(2) That representation be made to Indian Affairs to provide the necessary money for research into curriculum development for the preparation of early childhood, primary, and secondary teachers of native children and into the nature and needs of Indian children.

(3) That planning begin on programmes for the preparation of preschool teachers and for the preparation of education of adult Indians.

(4) That in conjunction with the above-mentioned development, thought be given to the provision of in-service courses to teachers of Indian people.

(5) That a curriculum committee, mainly native people, with a strong representation from the student body continue to guide curriculum planning and research.

(6) That continuing opportunities be provided for all professional staff teaching ISUP students to learn more about and contribute to the programme and its students, and to meet with students on social occasions.

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APPENDIX "F"

INDIAN STUDENTS' UNIVERSITY PROGRAMME

SOME CURRICULUM RECOMMENDATIONS

Evelyn Moore
March, 1973

A REPORT TO MEMBERS OF THE I.S.U.P. STEERING COMMITTEE ON:

SOME IDEAS FROM ABROAD

Interviews in connection with Education for Australian Aborigines, Maoris in New Zealand and the Native Peoples of New Guinea as they relate to the Indian Students' University Programme, University of Calgary

In Canada there is very limited experience or research on many facets of teacher education for Canadian Indians planning to teach Indian children and it seemed useful, therefore, to seek out people in other countries whose work might be worth our consideration as a source of ideas and guiding principles. While we should never simply adopt ideas uncritically from other cultures it seemed that discussions of the work of others might stimulate us to more creative thinking along at least two lines.

First we might receive some guidance on what types of long-term research might be expected to have greatest "pay-off" for improvement of the education of Indian children and Indian teachers and, secondly, we might get some suggestions for approaches to the I.S.U.P. programme that we could consider building into the programmes planned with our present students.

The following institutions were visited:

1. Canberra College of Advanced Education

- Aboriginal and New Guinea studies

2. University of New England, Armidale, N.S.W.

- Aboriginal education

3. University of Queensland, Brisbane

- Aboriginal education

4. Macquarie University, Sydney

- New Guinea education

5. The New Zealand Education Research Council, Wellington

- Maori education

6. North Shore Teachers' College, Auckland

- Maori education

Because I am presenting my report in a composite fashion and do not want to misrepresent the statements of the individual scholars who gave their time so generously I will not list the names of the individuals consulted. I do, however, have a number of their papers available should anyone be interested in them.

No single, clear-cut picture emerges from the interviews, e.g. one cannot take the same approach to language teaching with, on the one hand, the single language of the Maoris and, on the other hand, the 160 or so languages used by the small population of Aboriginal Australians.

Fortunately, our language problem in Alberta is a little simpler than the Australian one. We will probably never have more than five or six languages to consider among our Indian students and the overwhelming majority of Indian children in Alberta are Cree or Blackfoot in origin.

In research in education for all three peoples discussed there is a concentration on studies of language. In a number of ways research goes beyond the standard matter of teaching English as a second language, although new work is also being done in that area. In New Zealand the native tongue is being taken with more seriousness than before; there is more evidence that a large number of Maori children do speak or at least understand Maori, and there is an apparently growing conviction that <u>all</u> teachers in training both Maori and Pakeha (white) should learn Maori. We are obviously some distance from having everyone in the Faculty of Education in Calgary learn Cree or

Blackfoot, but I am encouraged to believe that we probably need not one but several courses in each of these languages so that all I.S.U.P. students can become first-rate speakers of their own native language. Some I.S.U.P. students might wish to learn a second Indian language. All classes should, of course, be open to non-Indians. Indian students should be given advanced placement in order to avoid taking beginner's courses where they do not need them.

Students in I.S.U.P. should be assessed fairly soon as to their knowledge of their native tongues. In conversation with some I.S.U.P. students there has emerged the valuable suggestion that both the elders from the reserves and the staff of the Department of Linguistics might be asked to help in this assessment.

We might finally do well to learn more about the Brandon programme where the better speakers of Cree teach the poorer speakers and both get course credit, one group for improving their knowledge of Cree, the other group for learning how to teach it.

There is certain fundamental research on languages in New Guinea which came to my attention. This research has brought about exciting discoveries not so much about difficulties in teaching English but in using the logic of modern science and technology. This has led to the development of a special new math curriculum to make it easier for the people of one New Guinea tribe to learn to think in the new logic of science. There is no reason at all to believe that this particular math curriculum would be of value to Indian children but as the Steering Committee develops its work it might ask for major reports on what we already know and what we should try to find out about language and thinking among Indian children. This would be basic to the

whole curriculum in schools and to the training of teachers for these schools; it would be equally important in assisting the Indian children to develop fully in their own culture.

Many people are now convinced that it is one of our responsibilities to develop an education system that uses the special characteristics of the native child and does not push him into a European mold. A great deal of long-term fundamental research is necessary if we are to learn enough about the thinking styles of Indian children to be able to assist student teachers to learn to use the Indian culture and Indian environment in helping the Indian child to think and to feel and to grow in his own culture as well as in that of the Canadian society as a whole. Language studies are very important indeed if this is to be done and could well become a continuing concern of the Steering Committee in the years ahead.

Language and reading are, of course, closely linked.

It may be of interest to those who know the earlier work of Sylvia Ashton Warner in New Zealand where she taught reading by using the actual speech of the individual Maori children, that this approach was recommended to me as "still the best". I.S.U.P. students report knowing of some teaching of Cree following the same principl s and this is a reminder that there are many tasks facing the Steering Committee. One of these is probably the arrangement of a study of current practices in certain Indian schools. Another is the building of a comprehensive library of existing school curricula and teaching materials used about Indians so that we can all be better informed about what is happening at present in Canadian Indian schools.

Work by Indian groups attempting to establish Indian cultural centres should be welcomed by the Steering Committee, I believe, because such centres

when established could be used extensively by both student teachers in training and by the children they will teach.

There was, however, one other major focus of discussion in interviews abroad. In almost all places visited I was urged to encourage the Steering Committee to concern itself with the Indian communities in which I.S.U.P. students will work.

I shall list some of the suggestions:

(i) We should recognize that many of our young educated Indian teachers will have trouble being accepted on the reserves whether they return to their own reserves or take up appointments on others. We should try to do something about this, e.g. could we develop good communication with the elders and get their help in this situation? Could we also arrange a number of summer experiences through which I.S.U.P. students could work on community recreation or other projects and so establish themselves as acceptable persons on the reserves before they are ready to take up jobs there? I.S.U.P. students already recognize that this problem exists and any plans should be worked out in full discussion with them.

(ii) It was suggested that there should be sufficient staff available to I.S.U.P. students during their teaching practice in schools for problems and opportunities in the communities as well as in the schools to be discussed regularly and fully. Ordinary student teaching programmes are frequently not well enough staffed to make this possible.

(iii) One researcher in Australia is working with teachers and small groups of Aboriginal mothers who are teaching other Aboriginal

mothers how to help their children at school. It was suggested that some I.S.U.P. students working with staff in Education might like to be involved with such small groups of Indian mothers in Calgary or on the reserves.

(iv) Others emphasized that <u>all</u> students in teacher education should be trained to study the communities in which they work. They should learn methods for learning about the community history, present needs and future possibilities. They should learn ways of working with the local people for community improvement. They should learn to help children participate in community improvement. It was suggested that such community studies and activities are important for all students in teacher education including Indian students and that all should have extensive practical experience in them.

(v) It was suggested that course work and practical training should help student teachers to recognize situations in which physical difficulties such as loss of hearing or malnutrition might be affecting the learning of children in their classes.

(vi) It is very common in teacher education programmes for students to prepare units of study to teach to children during the periods of student teaching. One institution requires that these units should be bi-cultural. That would mean for us that if a student teacher were preparing, say, a unit on "the policeman" for Grade II, the unit would deal with law and justice among Indian peoples as well as law and justice in the white community. So with all other appropriate topics such as leisure, government, religion, family and so on.

The Steering Committee may eventually, therefore, wish to enter into discussions with university teachers about possible adaptations of courses so that they may serve more fully the needs of two cultures in Alberta.

All the interviews reported provide support to the Steering Committee in the approach that it has already taken in recommending that funds be allocated for both the present programme and for the development of major long-term research projects focusing on the needs of Indian children.

Evelyn Moore,
Administrative Officer,
I.S.U.P. Steering Committee.

April 2, 1973/jr